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Fourteenth Biennial Report

— OF THE —

Superintendent of Public Instruction

State of Montana

1916

INDEPENDENT PUBLISHING CO.
HELENA, MONTANA

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Fourteenth Biennial Report

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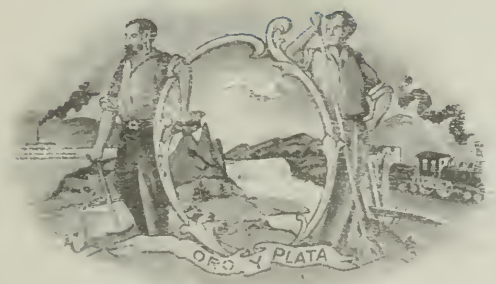

State of Montana

1916

INDEPENDENT PUBLISHING CO.
HELENA, MONTANA

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LETTER OF TRANSMITTAL.

State of Montana.

Helena, Montana, December 1, 1916.

To Honorable Samuel V. Stewart, Governor.

In compliance with Section 202 of the General School Law, I have the honor to submit the report of this Department for the biennial period ending August 31, 1916.

Very truly yours,

H. A. DAVEE,

Superintendent of Public Instruction.

MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION, HELENA

H. A. DAVEE, State Superintendent.
H. H. SWAIN, Deputy.
C. W. TENNEY, Rural School Inspector.
FLORENCE McGRATH, Clerk.
LELA L. BRYANT, Stenographer.

STATE BOARD OF EDUCATION.

Ex-officio:

GOVERNOR S. V. STEWART, President.
ATTORNEY-GENERAL J. B. POINDEXTER.
SUPERINTENDENT H. A. DAVEE, Secretary.

Appointed:

W. S. Hartman, Bozeman - - - Term expires Feb. 1916
S. D. Largent, Great Falls - - - Term expires Feb. 1916
John Dietrich, Helena - - - - - Term expires Feb. 1917
A. L. Stone, Dillon - - - - - Term expires Feb. 1917
C. H. Hall, Missoula - - - - - Term expires Feb. 1918
J. Bruce Kremer, Butte - - - - Term expires Feb. 1918
Leo H. Faust, Libby - - - - - Term expires Feb. 1919
Ward H. Nye, Billings - - - - Term expires Feb. 1919
H. H. Swain, Clerk of the Board.

Text Book Commission:

John Dietrich, Helena - - - Chairman
W. K. Dwyer, Anaconda - - Secretary
J. P. Rowe, Missoula.
C. V. Fulton, Butte.
L. R. Foote, Reichle.
W. H. Nye, Billings.
H. A. Davee, Helena.

COUNTY SUPERINTENDENTS, 1915-17.

County—	Superintendent—	Postoffice—
Beaverhead	Maxine F. French	Dillon
Bighorn	Mrs. Bernice Myers Hammers	Hardin.
Blain	Mrs. M. Vanden Sias	Chinook.
Broadwater	Marguerite Mahoney	Townsend.
Carbon	Mary H. Plunkett	Red Lodge.
Cascade	Annie A. McAnelly	Great Falls.
Chouteau	Mary G. Flanagan	Fort Benton.
Custer	Emma L. Fritz	Miles City.
Dawson	Camilla F. Osborne	Glendive
Deer Lodge	Mabel M. Sharp	Anaconda.
Fallon	Mrs. A. L. Dennison	Baker.
Fergus	Mrs. Leila M. Baker	Lewistown.
Flathead	Mary E. Eckstein	Kalispell
Gallatin	Ida W. Davis	Bozeman.
Granite	Mrs. Lottie T. Irvine	Philipsburg.
Hill	Laura G. Lovett	Havre
Jefferson	Mrs. M. H. Kyle	Boulder.
Lewis and Clark	Eva Harrington	Helena
Lincoln	Mrs. Ella E. Hess	Libby.
Madison	Mrs. P. C. Anderson	Virginia City.
Meagher	Mary J. Davies	White Sul. Spgs.
Mineral	Mrs. M. L. Wright	Superior.
Missoula	Mary P. Shull	Missoula.
Musselshell	Minnie F. Ferguson	Roundup.
Park	Maude E. Brown	Livingston.
Phillips	Flora Simmis	Malta
Powell	Irene Coughlin	Deer Lodge.
Prairie	Mable L. Williams	Terry.
Ravalli	Pethel Irwin	Hamilton.
Richland	Bell Hoyt	Sidney.
Rosebud	Fay Alderson	Forsyth.
Sanders	Mrs. Grace D. Fox	Thompson Falls
Sheridan	Irene Murphey	Plentywood.
Silver Bow	Julia Shea	Butte.
Stillwater	Gertrude Sylvester	Columbus.
Sweet Grass	Inga Solberg	Big Timber.
Teton	Mrs. Nellie R. Brown	Chouteau.
Toole	Maude G. Valentine	Shelby.
Valley	Mrs. W. H. Frazier	Glasgow.
Wibaux	Mrs. Maud B. Wills	Wibaux.
Yellowstone	Mrs. Louise Wilson	Billings.

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University of Montana

SUPERINTENDENTS OF PUBLIC INSTRUCTION
1866–1917.

Territorial Superintendents:

Thomas J. Dimsdale - - - - - - - - 1864–66
Peter Ronan, 1866, appointed but declined.
Alex H. Barrett - - - - - - - - - 1866
A. M. S. Carpenter - - - - - - - - 1866–67
Thomas F. Campbell - - - - - - - - 1867–69
A. G. Lathrop - - - - - - - - - - 1869–72
Cornelius Hedges - - - - - - - - - 1872–77
Clark Wright - - - - - - - - - - 1877–79
W. Egbert Smith - - - - - - - - - 1879–81
R. W. Harvey - - - - - - - - - - 1881–83
Cornelius Hedges - - - - - - - - - 1883–85
James H. Mills, 1885, appointed but declined.
W. W. Wyle - - - - - - - - - - - 1885–87 (Ter.)
A. C. Logan - - - - - - - - - - - 1887–89

See Dept. of Mont.
Dept. of public instruction
Mr. R. H. Howey has since
4th Annual rept. (1889)

State Superintendents:

John Gannon - - - - - - - - - - - 1889–93
E. A. Steere - - - - - - - - - - - 1893–97
E. A. Carleton - - - - - - - - - - 1897–1901
W. W. Welch - - - - - - - - - - - 1901–1905
W. E. Harmon - - - - - - - - - - 1905–1913
H. A. Davee - - - - - - - - - - - 1913–1917

FOREWORD

In presenting this report I have included only those items which will be of general interest to persons desiring to learn about the educational affairs of this state. A great many interesting and worth-while tables could be compiled from the financial and statistical reports of the counties, but these reports came to the office too late to permit of any analysis. We barely have time to make the summary and get the reports to the printer by January first, a month after the date required by law.

Sometimes we are prone to criticise and become impatient of results, but when we consider that Montana, as a state. is only twenty-five years old, and when we compare our achievements with those of states much older than ours, we find abundant reason for felicitation on our part.

In passing judgment upon Montana educationally we must remember that it is probably growing more rapidly than any other state in the union and this makes an extra strain upon our resources and our ingenuity in order to meet the demands for new schools. In 1910 the federal census gave us a population of 376,053 and the school census that year was 85,126. The school population this year, 1916, is 147,374. If we assume that the same ratio existing between the school population and the general population in 1910 has been maintained, then our present population is 648,446, an increase of more than 73 per cent in six pears.

While our state is still growing and before it arrives at its maturity and tradition gets as firm a hold upon our institutions as it has upon those of the older communities it would seem that this is the opportune time to make such fundamental changes as are necessary to establish a modern educational system, responsive to the economic, social and industrial needs of a rapidly growing state. The changes to which reference is here made will be dealt with at length in a later section of this report. We believe that the organization under which we work and the method of raising and apportioning school revenues are of the most fundamental importance.

The Department of Public Instruction.

The Department of Public Instruction now has in addition to the Superintendent of Public Instruction, one Deputy, one Rural School Inspector, one Stenographer, and one Clerk. With the exception of the rural school inspector, the entire force is needed to take care of routine office duties, thus leaving no time for constructive work. This department can never give to the people of the state the service which it should and which they have a right to expect until such time as provision is made for sufficient office and field help.

The legislature at its last session passed the Teachers' Retirement Salary Fund Act, more popularly known as the Teachers' Pension Law, and made this department responsible for its administration. This may be where it belongs, but the legislature failed to take into consideration that it would entail an enormous amount of work upon the department and neglected to provide the necessary clerical assistance. The amount and character of this work was such that the department found itself under the necessity, not only of abandoning all idea of extending the services of the department, but it must of necessity curtail some of the lines of work already started. You can form some idea of the requirements in connection with this work when you know that the person in charge has to keep accounts with the eighteen hundred school districts in the state and with something more than three thousand teachers, which number will increase every year. This work must be carefully done and requires practically the entire time of the deputy. A new and separate department to administer the "Pension" fund must soon be created, if indeed that time has not already arrived.

At least two additional assistants should be provided; one whose principal duty shall be to have the administration of the teachers' retirement fund, and the other to work, principally, in the field. A dozen field workers could be used to most excellent advantage.

Office Appropriation.

I have compared the appropriations for the department of education in this state with the appropriations made to the department in other states of the West and Northwest, and Montana stands almost at the bottom of the list. The

annual appropriation for the department in the State of Washington, for instance, is $36,200, as against $14,100 for Montana. The office and traveling expense account in practically every other state exceeds that of Montana. The amount appropriated for this purpose two years ago was $2,500, scarcely enough to run the office from the inside. to say nothing of printing and field work.

Any annual appropriation less than the estimates given below will be entirely inadequate.

Office and Traveling Expense	$ 5,000
Printing	5,000
Teachers' Retirement Fund Board	1,500
Total	$11,500

It should be borne in mind that the department has to deal, in a more or less vital way. with 1,800 school districts, 7,318 school officials, and 4,731 teachers, for the benefit of 147,000 school children. The one item of school registers will cost $1,000 per year. The school laws for the biennium will cost $1,200 and the course of study will cost an equal amount.

Printing.

Some different arrangement should be made for taking care of the printing in this department; obviously, the appropriation for public printing is not sufficient to meet the demands of the state, and it can hardly be expected that the state board of examiners can have a very intimate knowledge of the needs of this office. It should be borne in mind that this is more than a clerical department. Its principal work is of a constructive nature. but the purely statistical part of the work, to say nothing of providing for the broader constructive field, should have more than double the amount now allowed it for all purposes. Because of the fact that the statistical work must of necessity be done, we have chosen to spend our meager allowance for blanks, and even then we have been unable to furnish the forms and helps provided in every other state though they are required by Montana statutes. The law requires that we provide annually an Arbor Day manual or pamphlet, and on two occasions we have prepared such a pamphlet, but could not secure the permit to print. The law also provides for a

Pioneer Day pamphlet and we cooperated with Dr. Garver of the department of history in the State Normal School at Dillon, in the preparation of such a bulletin. Prof. Garver spent several months in the preparation of this pamphlet and we had looked forward to its advent as a very useful publication which would perform a distinct service for the state and which would reflect no small degree of credit upon the department, but it too, could not be printed. Five thousand dollars is the least amount which should be allowed annually for printing in this department, and this should be made directly to the department. The state superintendent can never outline or define a program for the department unless he knows how much will be allowed him for printing and he can not know this unless an appropriation is made to the department for this purpose. The efficiency of the whole department is dependent upon the amount of printing that can be had. The following are some of the publications which must be issued during the next biennium and the approximate cost of each based upon the present prices for printing:

School Laws	$1,200
Elementary Course of Study	1,500
High School Course of Study	400
School Bulletins	800
Educational Directory	450
Library Lists	400
School Registers	2,000
Pioneer Pamphlet	750
Arbor Day Manual	400
Special Day Bulletin for Teaching Patriotism	400
64 Different Blanks	2,000
Pension Blanks	400
Teachers' Examination Questions	300
Eighth Grade Questions	250

School Year.

The school year now begins September first and ends August thirty-first. It should be changed to begin July first and end June thirtieth. The following are some of the reasons which make this change seem necessary.

1. All the schools will have closed before the last of June with the exception of a few rural schools which run during the summer season and these will not have closed

by the end of August, and it is easier to get reports from the officials when they are closing their work than it is later.

2. The county superintendent has more time for collecting and compiling reports during the months of July and August than later in the season, while the time now required for this work, September and October, is the most valuable time of the year. This is the time when the schools are beginning and the work demanded of the county superintendent is not only very important but is seasonal in character and can only be postponed by leaving it undone.

3. The state superintendent is required to make a biennial report to submit to the legislature. This should be printed and in the hands of the members at the opening of the session. This is physically impossible because of the fact that the reports can not be secured from the county superintendents in time.

4. There is every reason why the school year should be changed and no reason why it should not. To make the change will not conflict with any other law upon the statute books.

Parent-Teacher Associations.

This organization was especially helpful during the past two years. Receptions for new teachers, added equipment, more inspirational school grounds, hot lunch, community, county, and state gatherings, better movies, and even financial assistance, are some of the good things that already stand to the credit of this enterprising young organization. The state officers of the Parent-Teacher Association have proved themselves to be men and women of real vision, and they have been just as ready to help the small and remote schools as they have to assist those in the large centers.

School Bulletin.

In order to get in touch with the state as a whole, an educational bulletin has been published monthly and sent out as second-class matter. This was made possible by contributions received from county superintendents and different members and officers of the Parent-Teacher Association. Each of these educational bulletins has treated of such subjects as Home Credit, Standardization of Schools, County Trustee Organizations, Consolidation of Schools Teachers' Retirement Fund, Plans for Rural Schools, Bonding, Supplies Every School Room Should Have, Educa-

tional Directory, Etc. The last bulletin issued is devoted entirely to the work of the Parent-Teachers Association, and is a most helpful little hand book for those interested in securing the cooperation of the home and school.

State Fair.

Everything possible has been done to encourage educational exhibits at the county fairs and at the Montana State Fair. That these efforts have met with success, those who have been regular attendants at the State Fair will testify. The old educational hall was soon filled to overcrowding. Half of the horticultural building was next pressed into service, after which the domain of art and that of the fancy work departments were invaded. The next step should be to secure a new educational building. The school children of the state have raised something more than three thousand dollars for this purpose and it is hoped that the state will augment this with an amount sufficient to erect a creditable structure.

Legislation, 1915.

In the interest of education, the Fourteenth Legislative Assembly provided for the Teachers' Retirement Fund;

Authorized the State Land Board to invest income derived from the common school fund;

Recognized diplomas from law school of the State University;

Encouraged cooperation between Montana State Agricultural College and the United States Department of Agriculture;

Fixed $1,200 as the minimum salary for county superintendents;

Changed the name of the Montana State Reform School to that of the "Montana State Industrial School";

Made appropriation for preliminary work at Fort Assiniboine;

Made possible the creation of a county library;

Increased minimum county high school levy for maintenance from three to five mills;

Provided an equitable apportionment of money in counties having county high schools.

Recommendations, 1917.

The following legislative program was endorsed by the Montana State Teachers' Association at Great Falls, 1916 and at Missoula in 1917:

1. A state tax for the support of elementary, secondary, and higher education.

2. An equitable apportionment of public school funds.

3. Removal of county and state superintendencies from politics, and appointment on the basis of efficiency.

4. A mandatory provision for adequate health supervision.

5. A county unit for the administration of rural schools.

6. A law requiring teachers to have four years of academic training beyond the schools in which they are teaching, supplemented by at least one year of professional preparation.

7. A provision requiring every school to be in session at least nine months.

8. A high school tax in every county in the state, to be apportioned on some equitable basis.

9. A revision of the certificate laws by providing for a state board to issue all teachers' certificates.

10. That the normal courses be established in accredited four-year high schools, and the pupils of these high schools receive certificates of recognition by the state department of education.

11. That Columbus Day, Lincoln's Birthday and Washington's Birthday, be made special days instead of holidays.

12. Changing the school year so as to begin July first instead of September first.

13. Authorizing and requiring boards of county commissioners to pay all necessary expenses of county superintendents in the performance of their duties including the attendance at county superintendents' conventions called by the superintendent of public instruction.

County Institutes and Summer Schools

During the past quadrennium the question as to the best policy to pursue in regard to special work for teachers has been a most perplexing one. Three years ago as many as sixteen different counties were engaged in summer school work, and for a time it seemed as if the county summer school would completely take the place of the three days' institute.

Then the respective branches of the University of Montana strengthened their teaching forces, added new studies to the courses, and are now paying the railroad fare in excess of five dollars for all students of the summer school. This gives the teacher from the remote part of the state just as good a chance as the one who lives near at hand, and there has been a tendency to encourage as many teachers as possible to attend the summer schools at Missoula, Bozeman, and Dillon.

There can be no doubt of the advisability of attending one of these institutions over the county summer school, for in addition to the splendid faculties, specially trained for their work, the state institutions have excellent libraries, and laboratories, to which the summer students will have access.

In the absence of county summer schools the county superintendents are free to devote their time and their

SUMMER SCHOOL—GREAT FALLS.

institute funds either to the four-day institute at the county seat or to local teachers' meetings at the different community centers of their respective counties.

Both of these kinds of meetings have their friends and their advocates. The three days plan gives a chance for a certain amount of institute instruction and work together with a chance for an all-county acquaintanceship, without which there can be no all-county solidarity or plan that will help every teacher to realize that the work he is doing will either help or hinder the educational progress of the entire county system.

In opposition to this, others agree that the lost time by the teachers, the stage or railroad fare, the hotel bills, etc., make a cost that is in excess of the amount of good received. These are substituting the one-day institute, which takes the speakers to the teachers and endeavors to enlist the interest of the patrons at the different points. All of these plans have their advantages and their disadvantages. No difference which one is employed it must be remembered that more depends upon the man or the woman who conducts the work than upon the method employed. That superintendent who knows the teachers, knows the schools, and knows the needs of both, will also know the plan that can be used to the best advantage in that county in any given year.

Report of County Summer Schools.

Place of Meeting—	Enrollment.	
	1915.	1916.
Lewistown	176	148
Rosebud Lake (Private School)	74	101
Kalispell	50	51
Plentywood	101	.....
Glasgow	.....	158
Sidney	.....	41
Great Falls	125	105
Glendive	65	.....
Totals	591	604

Rural Schools

The question of providing equal educational opportunities for all children, whether they live in the country or in the city, is Montana's problem. There are some excellent rural schools in the state, the equal of any, but this is not true of all. Our state is one of most backward in the Union in regard to the minimum school term. A third class district is required to maintain school for only four months each year in order to secure its share of the state and county money, while districts of the first and second class must hold school for at least nine months each year. This discrimination is unjust and unreasonable. The boys and girls in the rural districts of Montana have just as much right to an education as the children who live in the city. Education can no longer be considered as a local matter. It is the business of the state to see that every child, regardless of where he may live, has an opportunity to secure a modern education. There can be no equality of opportunity so long as this condition of affairs is allowed to exist. During the year ending August 31, 1916, there were eight schools in session one month, 175 schools in session for less than four months (see Table VI). These were schools in districts which maintained more than one school within the district.

But the short term is not the worst feature of the rural educational condition, for there are thousands of children who are not provided with any kind of school, either long or short.

Montana is deservedly the best advertised state in the West. Homeseekers are coming to us from every quarter. They are settling in our rich valleys and on our fertile prairies, and this is fast becoming a rich agricultural state, but when these new settlers arrive, hundreds of them find that they cannot have a school for their children and frequently for no other reason than that the school trustees, and older residents of the district will not provide a school except where the new comers have enough taxable property to maintain it, even though the district may be paying a very low, if any, special tax.

The most annoying persons with whom this department has to deal are those who write to us and contend that the taxpayer should determine what kind of a school, if any

shall be maintained. Usually this sort of a person pays less than seven dollars school tax. The state should make it impossible for any community to deprive its children of an education just because their parents do not pay sufficient taxes to maintain the school.

For the past four years, the aim of the rural department has been to remedy such conditions wherever possible, the plan naturally following the lines of standardization, consolidation, and other work that will eventually lead to legislation creating a unit large enough to provide for direct supervision, practical courses longer terms, and high school subjects.

Standard Schools.

Though much progress has been made in the matter of consolidation and transportation during the past quadrenium, it has been kept in mind that Montana, with its mountains, hills and valleys, will, for a long time at least, have as many one-teacher schools as it now has and that these buildings can be made and kept just as clean and neat and inspirational as the larger plants.

In the first place it has been recommended that every one-teacher building should have three rooms. These can be provided by partitioning the usual large vestibule so that a little cloak room will be on either side, leaving a neat little teacher's rest room and library space, both of which will do much to prolong the professional life of the teacher and to increase the efficiency of the school. It has been insisted that the building should be built too large instead of too small, if the community is a growing one the law requiring fifteen square feet of floor space and two hundred cubic feet of air space for each pupil and that two-room buildings, should have folding or rolling partitions in order to care for community gatherings, and all large buildings should have a good assembly room, provided by this or some other method.

Where the site and the funds of the district would allow, attention has been called to the fact that a full basement, with furnace and rooms for play, domestic science, manual training or agriculture generally gives the most service for the amount of money spent, but where this is impossible or impracticable, a ventilating stove or heater that provides for getting the foul air out of the building as well

as letting the fresh air in, has been required for all permanent buildings. For the temporary buildings of the claim shack type and costing less than $500, this has not been insisted upon, the thought being that the people should be allowed to do the best they can without regulation or interference until the time comes when they can provide a plant that will be a real ornament to the community.

Condition of the Building.

"Ceiled or plastered and no leaks," "paint or finish outside and inside in first-class condition." "vestibule and good doors furnished with locks and keys," and "buildings and equipment clean and well kept," have been mentioned among the things that will do much to add to the inspiration of a school plant. The law in regard to the latter part is to the effect that the building shall be cleaned and scrubbed every three months and the inspector of rural schools has usually added, "Whether it needs it or not." Unless otherwise provided for, it is the duty of the trustees to care for the janitor work. but as a general rule, in the one-room school, the teacher takes charge of the work and is allowed an extra five or ten dollars per month for doing the work or supervising the older boys and girls as they do it. In some districts the floors have been oiled, but a thorough sweeping and dusting every day, with a light application of sweeping compound to keep down the dust, and an occasional scrubbing, have kept many of these little "red school houses" in a more sanitary condition than many of their larger and more pretentious neighbors.

Correct Lighting.

Some schools believe that it is a good thing to provide glasses for all pupils having defective vision. but in view of the fact that most such pupils have normal sight at birth, the Montana State Department of Education has insisted on adequate lighting, and windows correctly placed. "On the left," or "left and rear," and "one-seventh of floor space," meet the requirements of the secretary of the state board of health, to whom the plans must be submitted. Though as a rule patrons are more than willing to cooperate with him, but trustees of the ancient type do exist and such have been known to have the plans approved and then go home and have the building erected with three windows on each side so that it would not look so "new fangled."

Types of Buildings That Are Fast Disappearing

A RURAL SCHOOL IN TETON COUNTY.

OLDEST SCHOOL IN FERGUS COUNTY.

More Than Two Hundred Buildings Similar to These Were Erected Last Year

DIST. 31—MEAGHER COUNTY.

48863

SAVAGE SCHOOL—RICHLAND COUNTY.

Equipment for Primary Work.

For equipment the Montana Standard school is asked to have good desks of at least three sizes, (though when the time comes that all superintendents, principals and teachers are asked to sit in the same kind of seats used by those under their charge seats will not be screwed to the floor to keep them quiet), good blackboards and ample equipment for primary work.

In far too many cases most of the money is spent upon the older pupils, even though it is a well known fact that the six-year-old draws just as much money as the pupil sixteen years of age. To remedy this condition special credit has been given to those schools equipped with sand tables, scissors, construction material, etc., with the hope that more of the children will feel like staying in school in the upper grades, when once they learn that they can and do get a fair division of the time, and an equal share of attention and equipment in the lower grades.

School Library.

The Montana library law which provides that a certain sum of money must be set aside to buy books each year, is a good one. It was passed with the thought that the best is none too good for Montana boys and girls and that those pupils coming from the Montana farm homes have at least some of the good things that are considered as necessities for their city cousins. In the city, the boys and girls can have all the new and up-to-date books they wish for the asking. With the present Montana law, a few new books can be provided each year, even in the districts most remote from the railroad, and all counties that have given the law a fair trial have found it most helpful. Here again, however, is a danger that all grades of the school will not be equally well cared for. Last year a school was found with cyclopedias, maps, charts, planetariums, etc., far beyond its needs, and yet the pupils of primary grades in that school had gone over and over the contents of the same old book, simply because there was not a single supplementary book for beginners in the entire building.

Good Water Supply.

While the score card, now used, calls for suitable dictionary, maps, globes, charts, weights, measures and other appliances, the thought has been repeatedly driven home that

these things should be purchased on request of the teacher and in accord with the needs of the school and not on account of some smoothly written recommendation or the representation of the man whose business it is to sell the articles. The same thing is true of the water equipment. A covered bucket or cooler, with individual cups, brought from home, or with paper cups made by the children themselves, will answer the needs of the smaller schools, just as well or better than one of the large bubblers, that have or at least have no place in a school paying less than $75 per month and having less than nine months of school each year. Or if the small school prefers a bubbler, it should be remembered that a good one can be purchased and fitted to a common water barrel or earthen jar at a cost ranging from two to four dollars.

United States Flag.

"Old Glory" should be over every school house and trustees who are too indifferent or too careless to live up to the law providing for the purchase and display of flags, should be promptly voted out of office or arrested and made to pay the penalty provided for such infraction of the law. Where the district is very poor, the teachers and the boys and girls will always be willing to help by running errands, selling buttons, or by giving a social to provide the funds. When the flag is purchased, fair weather should always find it on display, while on stormy days it should always be so placed in the school house that it can be greeted with the salute: "I pledge allegiance to the flag and to the republic for which it stands; one country, one language, one flag."

Victrola or Piano.

Music sounds as well in the home of the farmer as it does in the home of the banker or lawyer, provided the farmer's boy or girl does the playing, so the point has been well emphasized that every school should have some kind of a musical instrument. If the teacher or one of the older girls can play well, a piano or organ will answer every practical purpose. On the other hand it will be found that the phonograph, with a suitable collection of records will better suit the needs of the average school. A constant repetition of the best classics will instill a dislike for the cheap song or the rag time. A good, lively march will help

USING THE VICTROLA—MANHATTAN.

the boys and girls in getting in and out of the building, while folk dancing, programs and entertainments can all be made more enjoyable and worth while by the use of the phonograph or victrola.

Text Books and Teacherages.

The question of free text books is one that the people have decided for themselves and eight hundred thirty-nine schools have already voted to have the district assume this part of the expense.

On the other hand but few of the districts have yet provided teacherages, built on the school ground. In the first place, the school law of Montana has made no provision for buildings of this kind. Then again, most of the rural teachers in Montana are single, and where good boarding places can be obtained, they find it more congenial to establish headquarters at some home near the school house. When the time comes that the teaching profession can be put on such a basis that it will appeal to more men of the right kind, the ideal combination for a rural school will be a young man and his wife, who can establish themselves permanently in the community, the wife working with the girls and the husband doing the work that only a man can do for the boys. Under present conditions, in Montana, however, it must be said that the teacherage is no bigger than the teacher. If the teacher is timid, or is inclined to the "blues," nothing will end her professional life more

SCHOOL HOUSE AND COMMUNITY HALL AT RAYNESFORD—A REAL COMMUNITY CENTER.

quickly than to have to stay alone, in a building located on the school grounds. Or, if the teacher is of the more reliant type and invites her men friends to call on her, without the proper chaperonage, a choice bit of gossip is often started and continued until it is found necessary to change again in order to restore the peace of the neighborhood.

Playground Equipment.

Most of the troubles of schools and of school districts start on the school grounds at the noon or the recess hour, when the teacher is not in actual charge of the work, and where the trustees and patrons do not feel that it is worth while to supply the little folks with anything in the way of swings, teeter boards, sand boxes, etc. Sometimes a baseball bat, or a croquet set has been provided for the older pupils, leaving the smaller children of different ages and sizes to shift for themselves. In the old days, even in Montana, some teachers felt that they were too busy or too dignified to mingle with their pupils, and yet could not figure out why it was that their services were never wanted the second year at the same place. During the past few years a marked change has been made in this respect. Practically every city school has supervised playground work with ample equipment, while even the smallest places have given programs, arranged for box socials, and done various other things to provide funds to supplement such equipment, as

the giant stride, made out of an old wagon wheel, and the swings and the teeters, oft times hewed out of the poles just as they come from the forest.

The Grounds.

"Two separate sanitary closets or two clean privies," fenced playground of at least an acre, a school garden or trees, condition of grounds, suitable supply of fuel, and shelter for fuel and horses," are among the things named on the standard score sheet that have made the school grounds of Montana more educational. In fact the life of the average pupil is influenced to a greater extent by his surroundings than by what he learns from books. A school house that is dirty and disorderly will furnish women who will have kitchens and parlors that will bring back the memories of the old school days, while broken baseball bats, old overshoes, broken down fences, and overgrown weeds will furnish men with run-down farms and a disorganized plan of farm management. On the other hand, permanent grounds, neatly fenced, with trees, grass, and gravel walks, and even flowers, will furnish an inspiration that should result in clean thinking, clean living, and clean acting, men and women for the Montana of tomorrow.

Community Activities.

Two years ago, the Biennial Report of the Department of

SCHOOL GARDENS AT KALISPELL.

Education showed a vast weakness when it came to the question of community activities. Since that time there has been much improvement. State and county Country Life Associations have been effected, corn, canning and potato clubs organized, and educational exhibits prepared. While some would say that the old-fashioned spelling bee could give no reason for its existence or justification for its continuance, it still attracts the fathers, mothers, uncles, aunts, and cousins, and brings life and interest into the schools that have long been "infamous" for their stagnation and indifference. The same can be said for other social gatherings. While some people who attended the old-fashioned singing school, made noises that no self-respecting frog would try to imitate, these men are better men and better citizens because they mingled together in this social way.

Hot lunch, home credit work, cooperation with other schools, sanitary inspection, and the organization of Parent-Teacher Associations have resulted from the activities named above in such numbers and with such potency that without fear of successful contradiction it can be said, "The school that is too small or too poor to think that it can be helped and made better by the regular and systematic cooperation of teachers, trustees, parents and pupils, is too small to justify its existence."

The School.

In the school itself a full, neat, and accurate school register has been required. In Montana many counties are so large that it is impossible for the county superintendent to provide adequate supervision, and many of his visits are merely fashionable calls. If the register has been neglected or poorly kept it is impossible to make any estimate of the work that is really worth while. If the register shows that every pupil has been present every day on time, and that every recitation has been well cared for, even though the visit has been brief, the superintendent has gone away knowing that the business-like atmosphere of the school would give the pupils a year that would be of value to them in the actual life of tomorrow.

The Montana score card gives the thought that thirty pupils are enough for one teacher to care for, and that a first

or higher grade certificate is none too good for a teacher of rural schools. The extent to which a teacher can become interested and can help in the matter of standardization was nicely shown by the answer of a young girl who answered the question, "What did you do to help?" by saying, "I attended normal school so that I could take work that would give me credit, that would raise my certificate from a second to a first grade and so give my school one more point that will help as we work together to secure the name plate bearing the words, "Standard School."

"Teachers retained for second year or longer," has also been emphasized, for no school can commence to grow until its work is placed upon a constructive basis, which cannot be done as long as eight out of ten teachers are changed every year. A good teacher, principal, or superintendent, cannot be kept too long, while that one who is indifferent, not prepared, or who puts no heart into the work, should be dropped as soon as possible and a teacher of the better kind selected to fill the place.

"Daily program, posted in room and followed." has received its share of attention and the point has been driven home that the program should be made to fit the school and its needs instead of trying to make the school fit the program. The same thing has been said concerning the manual, which should be found on every teacher's desk. While the law says that teachers shall faithfully enforce in school the course of study, there has been no attempt made to compel the teacher to use the parts that are not adapted to the needs of the school in which she is teaching. In fact, one of the most pitiable things that can be found in modern education is the teacher who does not realize that he is the leader in the community, but who thinks his entire line of action has already been determined by some authority, some committee, or even some paper-backed pamphlet. Teachers from Montana have been asked to follow such parts of the Montana course of study as they have found helpful in their work, while teachers from other states have been asked to do the same thing with the manuals they have brought with them, and these contributions from such varied sources have helped to place the educational system of Montana on a liberal and effective basis that compares most favorably with that of any other state in the Union.

School and Home Visiting.

The law of Montana provides that each of the trustees must visit every school in the district at least once in each term and examine carefully into its management, condition, and needs. At first this requirement was not incorporated in the score card. Later on a request was made to have it included, and when this request was granted, the additional clause, "Homes of all pupils visited by teacher," was put in. This made the story complete, for where the trustees know well the teacher, the school, and the needs of both, and where the teacher knows the pupils, the parents, and the respective homes it is safe to guess that misunderstanding that has wrecked more lives and more schools than all other causes, will have least chance to obtain a foothold. Where the trustees and patrons visit the school the filthy and obscene outhouse gives way to a place of service and decency, the teacher is not asked to work without adequate library and equipment, but all work together for the greatest good to the greatest possible number of the boys and girls. When the teacher has visited in the homes, tardiness has given way to punctuality, and absence to regularity of attendance, while even pupils dropped from the rolls have found new life and new hope, and have gone back to finish the preparation that soon determine the place they are to take in the Montana of tomorrow.

Besides work in seed testing, school savings bank, nature study, sewing, domestic science, manual training, current events, original work by teachers or pupils, attendance averaging 90 per cent or better, special programs for special days, and the points named in the preceding paragraphs, eight places are left blank, so that every school and every community can bring forth its best individual talent. Then on the back of the score card, these suggestions have been made.

Worth Considering.

"1. Do the best you can with what you have. A little claim shack, that is clean and well kept, where both teachers and pupils are working together in a way that creates a right school and community atmosphere, will furnish a better training for Montana boys and girls than any twenty-thousand dollar building that is slovenly kept and has teachers who are satisfied with what they are and have, and who

have no desire or ambition to make the school and community better because of their presense.

"2. Get better grounds, buildings, and equipment, as soon as you can. There is not a school in the state that should not commence now to look forward to the time when it can wear the latest and best standard name-plate and also to that better time when the school will be the center of community interest where teachers, pupils, trustees, patrons, and friends will meet together, become better acquainted, and talk over the things that will make the grounds more beautiful, the equipment more useful, the instruction more practical, and the association together more enjoyable and beneficial.

"3. Watch for every opportunity to do larger things. As teacher you must be the leader in the community. If there is opportunity for a school of two rooms instead of one, for transportation or for consolidation, the teachers should know it before anyone else, and should be the one to pave the way for the sentiment without which these good things will never come your way. Know your district and know your people. Remember the direct need of Montana education today is for teachers who will do foundation work, and that the shortest road to promotion for the same teachers will be to stay and do the constructive work on the foundation they have laid so well. Montana people pay for what they want. Earn promotion and get it."

County Superintendents Cooperate.

No name plate has been awarded except on the recommendation of the local county superintendent. The best work has been done where the county superintendent has led the way, and these same superintendents will vouch for the statement that hundreds of schools, not yet wearing the name plates, have received new life and new vision from the suggestions they have received from the standard score card and the instructions that have gone out with it. While it has not been possible, on account of lack of funds, to go out to all the schools that have been standarized, some delightful visits have been made and enjoyed in connection with the tacking up of the name plate. On these occasions the message from the state department of education has been somewhat like the following:

Friends, we have awarded you this name plate bearing

the words, 'Standard School.' because we believe your school is one where the teachers and trustees, the fathers and mothers, and the boys and girls, have worked together to make your school a better school this year than it was last year, and because we believe that you will continue to work together to make it a better school this coming year than it has been this past year."

Standard Schools.

Among the schools that have been recommended by their county superintendents, are the following:

Beaverhead County:

District No. 2	Bishop.	24	Jackson.
3	Riverside.	25	Jackson.
12	Lima.	26	Reichle.
14	Redrock.	29	Drummey.
15	Kidd.	40	Upper Lake View.
16	Wisdom.	42	Gorman.
19	Armstead.		
22	Dell.		

Big Horn County:

District No. 27	Lodge Grass.

Blaine County:

District No. 10	Pleasant View.	35	Savoy.
18	Ada.	61	North Fork.

Broadwater County:

District No. 1	Radersburg.	24	Divide.
15	Tosten.		

Carbon County:

District No. 2	Bostic.	22	Fox.
3	Bowler.	28	Carbonado.
8	Hogan.	29	Plainview.
9	Jackson.	34	Belfry.
16	Warren.	50	Weast.

Cascade County:

District No. 8	Fife.	31	Fleming.
8	Epperson.	52	Kearns.
10	Armington.	59	Square
12	Kibbey.	59	Square Butte
29	Wayne.	65	Davis Creek.
30	Brown Creek.		

Chouteau County:

District No. 4	Big Sag.	23	Virgelle.
10	Oregon.	33	Nulf.
10	Briese.	56	Carter.
11	Chamberlin.	58	Nine Mile.
22	Prairie View.		

Custer County:

District No.	Ismay.	10	Pine Hill.
5	Experiment.	30	Fallon.
7	Huckins.	64	Steffes.

Dawson County:

District No. 84	Brockway.	District No. 81	Fairview.

Fallon County:

District No. 12	Baker.	37	Foote.
12	Pugh.	44	Preston.
15	Ekalaka.	55	Plevna.
28	Red Hill.	57	Lincoln.
33	Riley.	57	Westmore.

Fergus County:

District No. 11	Brooks.	57	Moccasin.
14	Lower Spring	62	Windham.
26	Flatwillow.	68	Wild Rose.
39	Button Butte	76	Benchland.
45	Straw.	113	N-Bar.
51	Nelson.		

Flathead County:

District No. 12	Holt.	41	Rollins.
20	Kila.	49	LaSalle.
24	Proctor.	60	Thomson River.
27	Pleasant Valley.	70	Hubbart.
36	Bigfork.		

Hill County:

District No. 1	Grain Belt.	19	Kremlin.
1	Burnham.	20	Gildford.
3	Zenia.	22	O'Laughlin.
4	Johnson.	22	Gold Butte.
9	Whitlock.	26	Rudyard.
10	Lohman.	33	Sunny Hill.
13	Box Elder.	34	Galata.

18	Fresno. (North School).	36	Devon.
18	Fresno. (South School).	37	Grandview.
		40	Lothair.
		47	Beatrice.

Jefferson County:

District No. 1	Clancy.	7	Boulder.
2	Jefferson City.	8	Corbin.
		12	Elkhorn.
4	Whitehall.	16	Cardwell.
5	Basin.	17	Willow Creek (Mill School).

Lincoln County:

District No. 14 Fortin.

Madison County:

District No. 14 Jeffers. District No. 55 Laurin.

Meagher County:

District No. 3	Martinsdale.	22	Lebo.
4	Lennep.	24	Hedgesville.
12	Bercail.	29	American Fork.
15	Two Dot.	34	Ringling.
20	Shawmut.		
21	Judith Gap.		

Mineral County:

District No. 3	Superior.	42	Keystone.
4	Alberton.	8	Saltese.
5	Tarkio.	30	Cobden.
5	Quartz.	38	Deborgen.
5	Rivulet.	38	Henderson.
6	St. Regis.		

Missoula County:

District No. 5	(Upper) Cold Springs.	23	Target Range.
5	(Lower) Cold Springs.	27	Bonita.
		28	Ravalli.
7	Lo Lo.	28	Round Butte.
11	Potomac.	36	Nine Mile.
12	Huson.	37	Lothrop.
13	Clinton.	38	Henderson.
14	Bonner.		
16	Pattee Canyon.		

Musselshell County:

District No. 5	Broadview.	District No. 23	Mussellshell
27	Seventynine.		

Park County:

District No. 3	Chimney Rock.	32	Porcupine.
		39	Emigrant.
7	Gardiner.	41	Clyde Park.
10	Rosedale.	53	Wilsall.
16	Cowan.	54	Emigrant.
25	Electric.		

Powell County:

District No. 15	Helmville.	District No. 33	Gold Creek.

Prairie County:

District No. 6	Terry.	117	Cherry Creek.
40	Mildred.		

Ravalli County:

District No. 5	Grantsdale.	22	Robinson.
6	Burnt Fork.	23	Rye Creek.
7	Victor.	34	Hamilton Heights.
13	Lone Stone.		
16	Baldwin.	36	Mountain View.
18	Canyon Creek.	36	Baldwin.
20	Como.		

Richland County:

District No. 5	Sidney.	26	Fairview.
7	Savage.	87	Lambert.
13	Fairview.	102	Lambert.
21	Gossett.	111	Pleasant View.
22	Wolf Point. (Warmbrod)		
22	Wolf Point. (Sunnyside)		

Rosebud County:

District No. 7	Hysham.	22	Bascom.
16	Sanders.	33	Ingomar.

Sanders County:

District No. 1	Plains.	6	Larchwood.
2	Eddy.	8	Paradise.
3	Heron.	10	Noxom.
5	Lynch.	70	Hubbart.

Sheridan County:

District No. 5	King.	8	Reserve.
	Medicine	17	Culbertson.
	Lake.	26	Dane Valley.

Silver Bow County:

District No. 5	Melrose.

Stillwater County:

District No. 9	Reed Point.	30	Lake View.
30	Thomas.	52	Absarokee.

Sweet Grass County:

District No. 5	Melville.	22	Dry Creek.
10	Kent.	30	Marley.
16	Greycliff.	36	Fish Creek.
17	Lower Deer.		

Teton County:

District No. 9	Browning.	19	Brady.
17	Wiseman.		

Valley County:

District No, 4	Rock Creek.

Yellowstone County:

District No. 2	Excelsior.	18	Hawthorne.
2	Hawthorne.	20	Harrison.
2	Pioneer.	22	Allendale.
2	Broadview.	23	Elysian.
3	Newman.	24	Anita.
8	Hesper.	24	Huntley.
10	Scandia.	24	Worden.
11	Trewin.	28	Lincoln.
12	Morgan.	33	Fair View.
12	Two Pines.	34	Dick Creek.
15	Custer.		

The Bostic School.

The following extract taken from the April issue of Public Schools, published at Denver, Colorado, gives an idea of what one Montana teacher did to help this good work.

"A little over a year ago when Mrs. Harry E. Thom first took charge of this school, neither the ground nor the equipment was in the standard class. The absence of a fence made the school grounds a choice grazing place for the cattle. Huge and unsightly piles of ashes were found here and there directly in front of the door. There was no supply of pure water, an irrigating ditch being used as long as the weather

RURAL SCHOOL TENNIS CLUB—FORTINE.

permitted; no shed for the fuel and no paint for the building. Mrs. Thom realized the lack of all things inspirational and the presence of those things that sometimes take the heart and life out of the best of teachers the very first day, but, like the real general she later proved to be, she had eyes that saw not and lips that talked not. Instead of complaining, she proceeded to get acquainted with her pupils, knowing that the good will and support of her pupils would do much to gain the cooperation of the trustees and parents, without which the best kind of progress is impossible. Succeeding in this, she divided the school into two divisions, the boys on one side and the girls on the other. The boys agreed to clean the grounds and keep them in good condition, while the girls agreed to care for the interior of the building and to do a better job than the boys could possibly do on the outside, which is the kind of training that many more of the wives of the future farmers of Montana ought to have. Everybody, including boys and girls, decided to cooperate and secure pictures to decorate and cover the walls.

Then Arbor Day came. Besides the program, trees were secured and firmly planted. What is more, the trees were so fine that even the trustees could see that it would never do to have the stray cattle browsing and riding them down, so a fence was ordered and the first battle was on.

When the county superintendent made her next visit, she brought some of the standard rating sheets that had been

prepared and sent out by the state office and which gave a list of the points on which the school should be judged, leaving a liberal margin, so that the initiative of the teacher and the needs of the community might have ample consideration. The things required before the school could obtain the name plate were marked on each card and then a copy was sent to each home. From that time on all the teacher knew was "Standard School." She thought it, dreamed it, planned for it and talked it with both pupils and parents whenever and wherever there was an opportunity, with the result that before school closed the trustees had promised to paint the school house inside and out, and put up a wood shed and built a cistern, while an entertainment provided ample funds to procure a clock. This promise of the trustees was duly kept, the work was started as soon as school closed and the second battle of the campaign for a better, cleaner and more inspirational building for the boys and girls from the Montana farm homes was won.

Of course the teacher was retained and when school opened last September, both pupils and patrons were as anxious as she was to carry the good work on to completion. Lead pencils were sold and a United States flag, which now adorns the school room, was purchased. Besides a splendid program that was prepared for Thanksgiving, an exhibit showing the work that had been accomplished since the opening of school so pleased the trustees that they presented the school with a Victrola, which was greatly appreciated by young and old alike. Cement side walks, white curtains for the windows, playground equipment, hot lunch, home credit work, and attendance averaging better than 90 per cent are among the other commendable things reported by Superintendent Hogan that this teacher and her boys and girls accomplished before "Old Glory" floating in the breeze told to young and old alike that the Bostic school had earned and won this evidence that it is a better school than it was a year ago; that it already has at least 75% of the good things that the county and state departments of education think the boys and girls of Montana's rural schools ought to have."

Consolidation and Transportation

While the best way to get a large and better school is to do the best possible for the one now on hand, we must not forget that the one-room rural school cannot do the work of preparing the country boys and girls for the work they will have to do as well as a larger school. It is a short-sighted policy which permits it to continue its existence in places where consolidation is possible. The one-room school is behind the times. But there will always be pockets invaded by the homeseeker where it will be difficult to get pupils together in sufficient numbers to justify a larger school, just as there will always be little isolated patches of grain that cannot be handled by the reaper or the header, but the bulk of the work of the rural schools should be done by districts large enough to provide funds for adequate supervision, suitable buildings, equipment for domestic science, manual training,, agriculture, etc., and teachers with the ability and the stability that will enable them to put the educational work of their community on a constructive and permanent basis.

Some Advantages of Consolidation.

Among the advantages of the consolidated school over the one-teacher school are:

Better Buildings: One first-class building means more to the boys and girls and more to the community in which it is located than five or six poor ones.

Better Equipment for Less Money. In the central school one first-class article will supply the needs of all the boys and girls of any particular class or grade. while in the scattered schools it would take one for each building.

Larger Playgrounds. The average size play ground for the one-room school in Montana is one acre, while the consolidated school usually has five or ten acres, which makes even a game of baseball or football possible.

School Garden. The size of the grounds will count just the same here as for the playground. Where school gardening is not carried on at home there should be enough land so that each boy or girl could have a little plat that he could call his own.

A Working Library. It is much easier to build up one library that is worth while than to build up five that neither teachers nor pupils use.

Good Janitor Service. No one can afford to take the time necessary to care for a one-room school, so it is left to the pupils and the teachers, but a good janitor is generally found in charge of the larger building, looking after it in a business like way.

Increased Attendance. Many boys drop out of school because the classes are too small, while, if there were a dozen boys of his own age with whom he could play, study and compete, the school would appeal to him as being worth while.

Less Tardiness. The drivers are bonded to be on time, while there is no bond, visible or invisible, that will hasten the tired feet of a seven-year-old boy or girl who is compelled to trudge two or three miles through the snow and mud.

Larger Classes. Eight, ten, or twelve pupils in a class are easier to handle and better results are secured than where there is one boy or girl in a class.

Better Grading. A teacher who is handling 25 classes per day finds it impossible to do either himself or his pupils justice.

Special Courses. Fewer classes for each teacher will give an opportunity to provide special work in music, drawing, manual training, agriculture, domestic science, etc.

High School at Home. Very few parents are financially able to send their children away to attend a city high school, and if they are the pupils will do better work when they have the advantage of home influence and environment than when away in the city without supervision or oversight outside of school hours.

Hold Boys on the Farm. Some boys who are sent away for school return proud of their sweaters but ashamed to put on the overalls and jumper and to help father with the chores, which is hard on the boys, hard on the parents who sacrificed so much to send them away to school, and hard on the community from which they came or to which they go.

High School Apportionment. As the law stands now, where there is a county high school, the accredited district

high schools in the county receive a portion of the county high school tax, based on average daily attendance.

Keeps Money at Home. Every boy or girl who leaves home to attend school spends from three to five hundred dollars, which drains his community and helps the other man build up his.

Builds Up Community. Many people sell out and move to town in order to secure educational facilities and then do not return.

Increases Valuation of Property. About the first question the prospective buyer of land asks is, "What are the school advantages?" If he finds that there is a good high school with transportation furnished at district expense, he knows the land will be worth more whether he is buying for residence or for speculation.

Social Center. The day of the old-fashioned singing school, spelling bee, and lyceum will not be over until man losses his social instinct, and the rural life school is furnishing the opportunity to reorganize these, bigger and better than ever before.

Church and Grange. The church and grange, which should be located near by, will have the privilege of emulating all the good features of the school without any charge for the same.

Better Trustees. The larger number of trustees the less will be the chance that all of them are educational leaders,

TRANSPORTATION AT VICTOR.

Better Teachers. School teachers are like other human beings. They want the best they can get, and a first class school will always appeal to them more than a fourth-class one.

Consolidation will equalize taxation, encourage other progressive movements in the community, enable county and district superintendents to give a closer and better supervision, provide an auditorium that can be used for community gatherings, afford modern methods of heating, lighting and ventilating that will make the schools more efficient and save the lives of our boys and girls. It will reduce the instruction per pupil, hasten the day when good roads will be the rule rather than the exception, hold pupils in school from two to four years longer, secure a larger percentage of promotions from grade to grade, eliminate many petty neighborhood strifes and jealouses, gives teachers a chance to improve by associating themselves with other teachers, stop quarreling, improper language, and improper conduct on road to and from school, save shoe bills, medicine bills, and doctor bills, start children in school a little earlier and graduate them younger than in the district school, and bring out the fathers and mothers for evening meetings, and will work equally well in all parts of the country.

It can be done. Four thousand places have alread made it succeed. Over fifty places in Montana are already using transportation provided at the expense of the district, and practically every county in the state has caught the vision, and with a school that is conducted on a business-like basis, the very best men can be interested.

Examples of Consolidation.

At Corvallis, a fine $20,000 building with a ten-acre campus is attracting pupils from far and near. At Florence an inspirational plant draws both from Missoula and Ravalli counties, while Victor, the pioneer of them all, now has the hearty cooperation of the people who once fought the proposition. In District 28, Missoula county, six good schools, doing accredited high school work, with ample transportation facilities, have displaced the little claim shacks of four years ago. Mineral county is in the race with St. Regis and Superior schools as the pride of the communities in which they are located. Flathead has at least one school, Polson, providing transportation. Teton has put it into effect at Valier,

Cut Bank, Conrad, and Collins. Cascade has Raynesford and Great Falls, while Fergus boasts of Coffee Creek, Arrow Creek, and Stanford. In Richland the people of Fairview have found that it gives a more regular attendance, while the Huntley project in Yellowstone, with its superintendent, its wagons, and its two large auto trucks, is demonstrating the fact that it is more fun to live in the country than it is to live in the city. A survey would give many more, for the good work is going on so successfully and so rapidly that it is no longer necessary to campaign and work for weeks to secure the sentiment that already exists, but which was so hard to create just a few brief years ago.

WHITE SULPHUR SPRINGS.

County Unit

During the past five years probably fifty school districts have taken advantage of the consolidation law and provided transportation that has meant a better school and more of it. During this same period, however, the county superintendents have created over six hundred districts and had they listened to every appeal that number would have been more than doubled. Many of these districts do not have valuation enough back of them to finance a pop corn wagon, much less a good school. Most of them, it is safe to say, have no vision of anything more than a one-teacher school and have no dream of a plant that will adequately provide for the future. They have never stopped to think that schools, after all, are a good deal like eggs and that one good one will do more for a community and furnish more real satisfaction than any number of those of doubtful quality and flavor that can be provided.

Consolidation has proved to be a good thing, but conservation of school territory and educational opportunity, such as has been carried on at Huntley, Arlee, and other places, has meant more, yes, much more to the real educational progress in Montana than all the examples of consolidation combined, and has furnished the real example of constructive educational work. The consolidation laws of Montana are too bunglesome. They require too much red tape. Even where most of the people have been willing the technicalities of the present law in some cases have not allowed the will of the majority to prevail. A bill for a much better law was before the last legislature, but seemingly from indifference or lack of energy behind rather than from opposition to it, it fell by the wayside. Even if this bill had become a law, it would not have availed much, because the prejudice of some people in favor of the school that was "good enough for grandfather," would still have been in the way of progress. What Montana needs is a larger unit for purposes of administration and taxation. It needs a unit large enough to finance an efficient superintendent and special supervisors of primary work, agriculture, manual training, domestic science, etc., with buildings and equipment suitable and adequate for efficient and thorough work.

At Butte two years ago, the Montana State Teachers'

Association passed resolutions favoring the county unit plan and asked that the points given in their report, as given below, be embodied in a bill, and placed before the legislature. These are substantially the recommendation of the Bureau of Education.

The Report.

1. The county unit of taxation and administration of schools (except that in administration, first and second class districts employing a superintendent would not be included).

2. A county school tax levied on all taxable property in the county, turned into the county treasury and divided between the first and second class districts and the rest of the county on a combined basis of (a) a definite pro rata per teacher; (b) on the basis of either average daily attendance or school population.

3. The county school funds, and those received from the state, expended in such a way as would as nearly as possible insure educational opportunities in all parts of the county, regardless of the amount raised in any particular part. (Any subdistrict or first or second class district would be permitted to raise, by taxation or otherwise, additional funds to supplement the county funds, provided the subdistrict or the first or second class district desired a better school plant, additional equipment, or a more efficient teaching force than could be provided from the county funds).

4. A county board of education in which is vested the administration of the public schools of the county (except those in first and second class districts), composed of five members elected from the county at large at an annual school election for a term of five years, one member to be elected each year; the board to be nonpartisan and not more than two members to be elected from any one school district.

5. A superintendent of rural schools, a professional educator, selected by the county board of education, from within or without the county or state, for a long term, (at least two years), who shall serve as the secretary and executive officer of the county board and as such be the recognized head of the public schools in the county (except those in first and second class districts).

6. The district trustees in each subdistrict of the county shall be composed of three persons, elected by the voters of

the subdistrict, to be custodian of school property and to serve in an advisory capacity to the county board. The expenditures of local funds raised by the subdistrict would rest with the trustees, subject to the approval of the county board.

7. The powers and duties of the county board of education, (a) to select a superintendent of rural schools who would be its secretary and executive officer in the performance of all its other functions, and to appoint assistants as required on the nomination of superintendent of the rural schools; (b) to have general control and management of the schools of the county; (c) to submit to the county commissioners estimates of the amount of money needed to support the schools; (d) to regulate the boundaries of the school subdistricts of the county, making from time to time such alterations as in its judgment would serve the best interests of the county system; (e) to locate and erect school buildings;(f) to supply the necessary equipment; (g) to enforce the compulsory education laws; (h) to employ teachers, fix their salaries, and the salaries of other employes on the recommendation of the superintendent of rural schools.

When the legislature met these suggestions were embodied in Senate Bill No. 120, and introduced by the committee on education. This bill passed the senate but was killed in the house on third reading the last day of the session. This was a real misfortune, for the day of the larger unit is surely coming to Montana, and it is only a question of how much property the Montana taxpayers wish to throw away when the time comes that the present conditions must be remedied.

The special school law commission of Nebraska, composed of the state superintendent and a number of the leading school men appointed by the Governor by virtue of a resolution of the legislature of the State of Nebraska, in recommending the county unit system of school administration, had the following to say:

> "One of the arguments which has been advanced against the county unit is the assertion that it is undemocratic. At first thought this might seem so, but a moment's consideration, will, we believe, convince one that the county unit system of rural school administration is the most democratic so far devised.

"The test of democracy of any public institution requires, first, a clear-cut knowledge of what the object of that institution may be. If the investigation discloses that the institution is performing its function, and accomplishing its purpose in a democratic fashion, that institution is democratic. Let us, therefore, inquire as to what is the purpose of the rural school system. The rural school system is maintained for the purpose of granting an equal opportunity, so far as education is concerned, to all boys and girls in the country.

"Let us take the present rural school system. Can you call the present system democratic when you know that under it some boys and girls in the State of Nebraska are able to obtain a nine months' school with a competent teacher in a well equipped school house, while other boys and girls must be satisfied with five or six months of school under a poorly paid teacher in a school house little better than a cattle shed? And, when upon further investigation, you discover that the father of the boy who is securing the best advantage is paying a 5 or 6 mill school tax (or maybe less), while the father of the boy who has such a scanty education is paying the limit of school taxation, you will realize that the present school system is undemocratic in that it does not give equal opportunities to all the boys and girls in the state, and it does not distribute the burden of taxation only upon their parents.

"Let us look at the county unit system. Here is a system in which the tax burden of the entire community is distributed evenly over the entire county, where the funds derived from those taxes are distributed where they are needed, where the boys and girls in one part of the county receive the same length of term as the boys and girls in the other part of the county, where the same equipment is furnished his cousin in another part of the county, where competent instruction is given to all. It is not a system which gives to the few the best there is while the others must be satisfied with a pittance. This brief comparison shows that the county unit system is more democratic than the present system of school administration.

"The argument has been advanced that the county unit system is not democratic because it does away with the local district board. This would be true were it not for the fact that the county unit system of school administration would be readily responsive to the will of the people. The county board of administration is elected directly by the people."

Along this same line Dr. A. C. Monahan, the rural school specialist with the National Bureau of Education, has the following to say:

"Another consideration in favor of county unit is the question of support. The county is the unit of organization in most states for the assessment and collection of taxes for all purposes inside the county except for the support of the schools. To make it the unit of school taxation would do away with local district taxes for education, except where local districts desired to supplement the county and state funds; it would equalize the tax rate for the county and distribute the cost for support of the schools over the entire county, so that equal educational opportunities might prevail throughout the county. It would give to the entire county, instead of to a few districts favored by their location, the benefits of the taxes paid by various corporations in the county, such as railroads. It would permit an economical distribution of school buildings and make possible the establishment of high schools available to boys and girls in all parts of the county. without the necessity of living away from home. Special schools not possible under the district system might also be provided, such as industrial schools, parental schools, schools of agriculture, and domestic science. Twenty states already raise part of their school funds by taxation on the county as a unit.

"The conditions making a district system the only feasible one no longer exist in the greater part of the United States. Except in those states where the schools are controlled largely by the state department of education, it means little state-wide advancement. It means that a very good school and a very poor school often exist in adjoining districts. The ability of the district to raise funds necessary for the support of a good school

is also an important factor. Many districts with the proper ideals do not contain enough taxable property to support a good school. On account of this, all states on the district basis have found it necessary to provide state educational funds to equalize in part the burden of education among the districts. In many states county funds in addition are raised by taxation for the same purpose. In pioneer times, where the entire population was a farming one, and the farm was self-sufficing — supplying practically all the needs of the farmer's family —the wealth of the various districts was nearly proportional to the number of farms and approximately equal in number of children. These conditions have passed away. Farming is now a specialized commercial business. Cities and towns have developed and railroads have been built, so that school districts in one locality have much larger valuations without proportional increase in school population. Such sections have therefore more money available for school purposes, while through no fault of their own, those located away from these localities have little money available."

A young mother in a recent letter to her father who lives in Helena pictured a need that is keenly felt in many parts of Montana, when she said:

"I don't know what our State Federation of Woman's Clubs is doing but I do wish some influential citiben would interest the Federation in the County school problem. In this section of the country, for instance, there are four schools which are run in anything but an efficient manner, to say the least. Short terms are the rule and teachers very much below the city standard are hired. Last year a class in geography was taught to pronounce "Wibaux," "Why-box," and all the teaching was on a par with that. It seems to me that the state ought to require these little one-horse schools to consolidate, that they ought to make it impossible for a teacher to be able to get a country school who could not fill the requirement of a city school, and they ought to provide transportation for children to and from schools so they would not freeze their faces, as did the little ——— girls last year—walking to and from school

—a distance of four miles. If the county can't pay for these things, the city and the state ought to help. The state ought to be just as much interested in making good citizens out of these country children as it is of the city children, and the state ought to see to it, and not leave the matter in the hands of ignorant school trustees, whose highest aim is to keep John out of school to plow. Of course not all trustees are like that, but if those who were not had some one outside to give them a boost once in a while, wonders might be worked —so drop a seed here and there as you run."

However, the question will come up again this coming session and the legislature will find the right kind of school men and women interested as they have never been before.

Arguments for County Unit.

1. The fact that the county already exists and that it is an organization for public administration makes it easiest of acceptance by the public as well as the easiest organization for school purposes.

2. The absolute unit of school administration will ultimately be found to be controlled by economic conditions, namely, areas having similar economic needs and economic activities will be found to be most logically and most advantageously grouped for school purposes.

3. The instant the county is chosen as the unit for larger organization it makes this second or economic principle of combination and consolidation operative and all other artificial limits may be disregarded. That is, within the county, areas having similar school needs in juxtaposition to each other may be combined as a school unit without regard to district, township, or other lines.

4. The combination of these larger areas secures the inclusion of larger problems, larger values, and bigger sums of money, bigger expenditures, and bigger utilities of all kinds. The mere fact of these larger values makes an appeal for larger men and women and proves the necessity for securing these larger persons. Voters and taxpayers and administrators of this larger system feel the demand of this larger vision and imposing the sense of this larger responsibility. The entire thinking of the entire community is therefore cast into this larger mold and is measured by larger standards. It helps to dispell bigotry; it gradually under-

mines selfishness, and it helps to form the conception of that larger personality which we need to make a man feel his citizenship in the county, in the state, and in the nation, rather than to regard himself as the owner of a farm in District No. 42.

5. Because the entire appeal becomes cultural in effect, it begets an openness and readiness to accept new conclusions, new demonstrations, new proofs of need so that the schools may keep pace with the developing society of which they are a part. This larger unit not only makes it possible to secure large resources but through its liberalizing influence it secures a more spontaneous willingness and a readiness to apply these resources to such betterment of conditions as the onward march of progress demands.

That the Montana system of apportioning school funds is behind the times is well shown by the following letter received from the state department of education of California:

"Superintendent of Public Instruction,

"Helena, Montana,

"This morning I received your apportionment of State money in the sum of $5.25 per capita. This reminds me of olden times when we did the same thing. * * * * But as our state grew and we saw that the large centers of population received nearly all of the money and the rural counties received very little we saw that this plan is all wrong. We did not at that time discover all the reasons why the plan was wrong. But they have come to us gradually till no one in this state would ever think of going back to your plan. I am writing you this so that you may see what our plan is. We spent nearly $100,000 per year of the district money to take a school census and when we had it taken we knew that it was not correct and that all the large centers were sending incorrect returns. We had a fight, a real fight, one that was worth your life—political, I mean. But we had the right on our side and we won out even if it did take three legislatures to complete the task. If I never do anything else I will feel that my life has not been lived in vain.

"We now use the average daily attendance—the teachers' reports give us this and it costs nothing. It is

correct and if a teachers attempts to lie we can punish her for her register is there to tell the tale. The teachers know that the more children they keep in school the more money comes to the school. We are now getting all the children in the school and educating them. The teachers do all they can to hold them. * * * *

"We divide the attendance by 35. Every 35 gives a teacher; 10 more gives a teacher. Forty-five gives two teachers, while 70 gives two teachers. Eighty gives three, and so on up the line. Every pupil over 35 up to 45 gives $40 extra so as not to make one child worth too much money—too much chance to send in false reports.

"For every teacher we give out to the county from the state $250. The county adds enough to this to make $550 per teacher. Then all of the state money left goes out on average daily attendance. The teachers basis takes care of the rural school and the attendance aids the larger schools and the rural too. All of the county and state money after the $550 per teacher is given out is given out on the attendance basis. Some of the counties give as high as $25 per pupil.

"Excuse the liberty I take in this matter. But if your people once find what it means to their schools they will change the law at once. Better 'get in on the ground floor.'"

High Schools

While everything possible has been done and is being done to encourage high school work in all schools equipped to do the work, and while the principals of the larger high schools have been most generous in their willingness to cooperate with these schools that are taking care of the boys and girls at home, it seems that a note of warning must be sounded or some districts in their zeal for high school work will do their schools more harm than good.

In the first place, many schools have asked teachers not well qualified to teach the ninth grade subjects, which is an unwise thing, for no instruction is often better than the wrong kind of instruction. Other schools hiring but one or two teachers have endeavored to start high school classes. The best that can be said of the work carried on under these conditions is that it overworks the teachers, robs the boys and girls in the elementary grades at the very time when they are forming their like or dislike for the public school, and cheats those who think they are getting high school work when they are not, and who believe that they are saving time when they are actually losing it. Still other schools with the number of teachers necessary to start high school work fall short by trying to care for too many courses or too many studies in one course, forgetting that thorough work in a few branches is better than slipshod efforts in many.

INGOMAR SCHOOL.

In planning for the best interests of the school, it must be remembered that a first-class elementary school means a good deal more to any community than a poor high school, and no attempt should be made to finance high school work until grounds, buildings, and equipment are what they ought to be, and something in the way of music, drawing, industrial work, domestic science, and community activities have been provided for the grades.

The valuation of the school district should also be considered, and until this is what it should be, the thought of the first class graded school with suitable equipment and a permanent and fully accredited high school course cannot be fully considered, for in the long run, carrying on a school of that kind is not a question of enthusiasm, of sentiment, or of need, but one of dollars and cents with which equipment can be provided and teachers paid.

When the proper valuation is in sight, whether it has been secured by consolidation or otherwise, the first year of the course best adapted to the needs of the community in which the school is located should be taken up and strictly adhered to until sufficient teaching force can be employed to carry on additional work. In determining this, it should be remembered that no recitation period should be shorter than forty minutes, that the very best high school in the middle west would lose its accredited standing that it prizes most highly, that of the North Central Association, if even one of its teachers handled more than six recitations per

NEW BUILDING AT LIVINGSTON.

day, and that the best interests of all the pupils from the primary to the highest grade carried must be considered. Then a permanent record, giving each subject, the name of the teacher, text book used, number of pages covered, number of recitation periods, length of each period and grade received, should be kept so that any pupil can get a statement of work done that will be of real service to him, in case he wishes to continue work with another teacher or in another school.

With this thought kept in mind, the work can be built from the ground up, no districts will be compelled to be hopelessly in debt, the boys and girls can receive instruction that will help them if they stay at home and help them if they go away for further preparation, and both large and small high schools can work together with the elementary schools on a basis of mutual understanding that will hasten the day when secondary education will come to the place where it will prepare the boys and girls for actual life and actual work in their home counties and communties.

LIST OF ACCREDITED HIGH SCHOOLS.

Accredited for Four Years.

County—	Postoffice—
Mineral	Alberton
Deer Lodge	Anaconda
Fallon	Baker
Gallatin	Belgrade
Cascade	Belt
Yellowstone	Billings
Carbon	Bridger
Silver Bow	Butte
Sanders	Camas Prairie
Blaine	Chinook
Flathead	Columbia Falls
Stillwater	Columbus
Teton	Conrad
Ravalli	Corvallis
Sheridan	Culbertson
Teton	Cut Bank
Lincoln	Eureka
Rosebud	Forsyth
Carbon	Fromberg
Valley	Glasgow
Cascade	Great Falls
Ravalli	Hamilton
Bighorn	Hardin
Meagher	Harlowton
Hill	Havre
Lewis and Clark	Helena
Rosebud	Hysham
Carbon	Joliet
Yellowstone	Laurel
Musselshell	Lavina
Lincoln	Libby
Phillips	Malta
Gallatin	Manhattan
Fergus	Moore
Sanders	Plains
Sheridan	Plentywood
Flathead	Polson
Madison	Pony

County—	Postoffice—
Missoula	Ravalli, Dist. 28
Musselshell	Roundup
Sheridan	Scobey
Musselshell	Ryegate
Toole	Shelby
Madison	Sheridan
Richland	Sidney
Fergus	Stanford
Ravalli	Stevensville
Prairie	Terry
Sanders	Thompson Falls
Gallatin	Three Forks
Teton	Valier
Ravalli	Victor
Madison	Virginia City
Flathead	Whitefish
Jefferson	Whitehall
Meagher	White Sulphur Springs
Yellowstone	Worden

COUNTY HIGH SCHOOLS.

Accredited for Four Years.

County—	Town—
Beaverhead	Dillon
Broadwater	Townsend
Carbon	Red Lodge
Chouteau	Fort Benton
Custer	Miles City
Dawson	Glendive
Fergus	Lewistown
Flathead	Kalispell
Gallatin	Bozeman
Granite	Philipsburg
Jefferson	Boulder
Missoula	Missoula
Park	Livingston
Powell	Deer Lodge
Sweet Grass	Big Timber
Teton	Chouteau
Wibaux	Wibaux

PRIVATE AND PAROCHIAL SCHOOLS.

Accredited for Four Years.

Central High School	Butte
Mount Angela Urseline Academy	Great Falls
St. Vincent's Academy	Helena
Sacred Heart Academy	Missoula
Loyola High School	Missoula
Academy Montana Wesleyan University	Helena
Academy of Mount St. Charles College	Helena
Academy of College of Montana	Deer Lodge
High School Department, Butte Business College	Butte
Polytechnic Institute	Billings

ACCREDITED HIGH SCHOOLS.

Accredited for Three Years.

County—	Postoffice—
Cascade	Cascade
Hill	Chester
Dawson	Jordan
Stillwater	Park City
Missoula	Potomac
Rosebud	Rosebud
Cascade	Stockett

Accredited for Two Years.

Lewis and Clark	Augusta
Carbon	Bear Creek
Chouteau	Big Sandy
Hill	Box Elder
Yellowstone	Broadview
Dawson	Brockway
Dawson	Circle
Yellowstone	Custer
Ravalli	Darby
Toole	Devon
Sanders	Dixon
Granite	Drummond
Fallon	Ekalaka
Ravalli	Florence
Lincoln	Fortine
Meagher	Hedgesville
Valley	Hinsdale

County—	Postoffice—
Fergus	Hobson
Hill	Inverness
Custer	Ismay
Sheridan	Medicine Lake
Silver Bow	Melrose
Musselshell	Melstone
Prairie	Mildred
Sheridan	Outlook
Sheridan	Poplar
Cascade	Raynesford
Flathead	Somers
Mineral	Superior
Lincoln	Troy
Madison	Twin Bridges
Park	Wilsall
Sheridan	Wolf Point
Gallatin	Willow Creek

Accredited for One Year.

County—	Postoffice—
Teton	Bynum
Park	Clyde Park
Fergus	Coffee Creek
Teton	Collins
Fergus	Denton
Chouteau	Geraldine
Hill	Gildford
Hill	Hingham
Hill	Joplin
Lewis and Clarke	Marysville
Musselshell	Musselshell
Fallon	Plevna
Sheridan	Redstone
Broadwater	Toston
Fergus	Utica
Beaverhead	Wisdom

TABLE I.

Percentage of Pupils in High School.

The following table may be of interest since it shows the ratio of high school enrollment to the school population in the several counties of the state.

A: School Census, September, 1915.
B: High School Enrollment, November, 1915.
C: Ratio of Enrollment to School Census.

In Gallatin County one out of every 8.2 children of school age is in a high school; in Fallon County one out of every 64.6 children of school age is in a high school.

	A	B	C
Beaverhead	1,987	123	16.1
Bighorn	727	31	23.4
Blaine	2,127	90	23.6
Broadwater	1,062	78	13.6
Carbon	4,911	253	19
Cascade	9,013	754	11.9
Chouteau	3,471	69	50.3
Custer	2,847	214	13.3
Dawson	4,291	89	48.2
Deer Lodge	4.347	312	13.9
Fallon	2,585	40	64.6
Fergus	7,263	309	24.6
Flathead	5,573	660	8.4
Gallatin	4,541	539	8.2
Granite	957	94	10.1
Hill	4,896	151	32.5
Jefferson	1,358	96	14.1
Lewis and Clark	4,902	399	12.2
Lincoln	1,671	93	17.9
Madison	2,167	83	26.1
Meagher	1.582	52	30.4
Mineral	522	21	24.7
Missoula	5,960	503	11.8
Mussellshell	2,811	89	32.3
Park	2,939	216	13.6
Phillips	1,920	30	64
Powell	1,662	57	29.1
Prairie	930	28	32.2

	A	B	C
Ravalli	3,228	291	11.09
Richland	2,902	60	48.3
Rosebud	2,530	129	19.6
Sanders	1,614	91	17.7
Sheridan	4.705	90	52.2
Silver Bow	14,140	762	18.5
Stillwater	1,881	87	21.6
Sweet Grass	1,270	110	11.5
Teton	3,129	157	19.8
Toole	1,408	37	38
Valley	2,183	95	22.9
Wibaux	976	42	23.2
Yellowstone	6,518	583	11.1

TABLE II.

Per Capita Cost for Maintenance of County High Schools.

The following table shows the comparative cost of operating the County High Schools for the four years ending August 31, 1916. We are unable to determine the cost of the district high schools for the reason that the districts report the elementary and high schools together.

	Enrollment.				Per Capita Cost.			
County—	1912–13.	1913–14.	1914–15.	1915–16.	1912–13.	1913–14.	1914–15.	1915–16.
Beaverhead	123	118	137	132	$103.51	$141.19	$163.66	$180.00
Broadwater	60	76	70	71	105.08	110.70	131.52	121.70
Carbon	86	107	132	139	85.24	99.76	110.84	154.80
Chouteau	.....	59	71	68	.....	108.48	110.02	145.20
Custer	131	166	164	185	134.14	99.53	137.99	122.45
Dawson	87	109	77	86	146.20	139.34	202.92	193.89
Fergus	140	157	195	231	157.27	143.52	119.65	114.74
Flathead	289	296	441	553	101.62	91.19	74.01	71.77
Gallatin	261	282	368	410	62.01	66.85	59.62	61.68
Granite	63	72	96	84	155.87	138.04	104.55	139.12
Jefferson	.....	28	43	52	.....	300.61	167.13	182.53
Missoula	264	414	450	514	124.07	91.58	80.33	83.87
Park	108	161	176	205	130.43	106.77	107.31	97.68
Powell	63	69	60	64	147.83	156.94	201.41	182.92
Teton	31	42	38	55	271.88	176.77	210.91	189.14
Totals	1,776	2,255	2,633	2,958				

TABLE III.

Per Capita Apportionment of the Four Mills County School Tax.

	1910	1911	1912	1913	1914	1915
Beaverhead	19.58	21.27	19.19	22.83	18.95	20.00
Bighorn	.....	.....	.....	35.55	32.03	27.55
Blaine	.....	.....	13.90	12.50	10.14	70.73
Broadwater	13.79	14.87	14.80	15.95	15.50	16.00
Carbon	7.50	7.00	7.18	6.85	6.57	6.30
Cascade	10.63	11.57	12.30	13.40	13.50	15.24
Chouteau	13.76	10.26	11.48	9.24	7.40	10.30
Custer	16.27	17.00	15.00	15.62	20.41	21.07
Dawson	12.75	10.29	8.59	8.77	10.67	9.44
Deer Lodge	11.03	10.77	12.50	9.53	10.16	9.11
Fallon	.....	.....	.....	.....	.....	10.08
Fergus	15.50	12.50	11.50	10.00	10.50	10.50
Flathead	7.40	8.20	8.40	9.40	9.40	9.00
Gallatin	13.50	13.55	13.95	14.65	14.60	14.60
Granite	18.68	16.29	18.26	16.56	16.00	15.21
Hill	.....	.....	6.78	6.38	6.05	7.67
Jefferson	18.35	18.96	21.94	20.26	18.15	17.30
Lewis and Clark	16.99	16.58	16.48	20.05	19.78	21.96
Lincoln	25.48	21.50	20.00	18.58	15.72	14.60
Madison	14.88	14.97	12.50	14.18	18.41	15.00
Meagher	30.00	20.00	35.00	25.00	27.00	25.00
Mineral	.....	.....	.....	.....	31.50	31.40
Missoula	14.00	13.40	11.80	12.00	10.86	10.75
Musselshell	.....	20.74	18.65	18.65	15.86	16.95
Park	12.50	13.00	11.50	11.00	13.95	14.00
Phillips	.....	.....	.....	.....	.....	7.66
Powell	17.10	17.90	15.60	15.75	15.40	18.43
Prairie	.....	.....	.....	.....	.....	25.56
Ravalli	6.78	8.66	7.98	8.23	8.19	7.09
Richland	.....	.....	.....	.....	5.55	6.61
Rosebud	33.05	29.29	27.82	24.60	.....	19.17
Sanders	18.35	15.19	13.44	12.50	14.32	15.43
Sheridan	.....	.....	.....	6.97	8.39	9.02
Silver Bow	12.96	12.51	12.38	13.64	12.42	11.91
Stillwater	.....	.....	.....	12.40	12.75	12.34
Sweet Grass	21.26	20.43	18.40	19.33	16.85	16.28
Teton	17.45	17.14	13.80	15.05	14.42	15.92
Toole	.....	.....	.....	.....	9.64	11.00
Valley	10.96	10.83	8.92	13.39	.....	9.88
Wibaux	.....	.....	.....	.....	11.48	13.41
Yellowstone	17.61	14.80	14.82	13.84	13.80	12.85

The table above shows the result of the per capita apportionment of the four mills county levy in the several counties of the state. A glance at the table will show a very great difference in the amount of this apportionment and the consequent inequality of opportunity which must result therefrom.

TABLE IV.

Apportionment of State School Funds, February, 1915.

County—	No. Census Children Sept., 1914.	Apportionment at $5 per Capita.
Beaverhead	1,981	$ 9,905.00
Bighorn	593	2,965.00
Blaine	2,433	12,165.00
Broadwater	1,013	5,065.00
Carbon	4,740	23,700.00
Cascade	8,733	43.665.00
Chouteau	3,180	15,900.00
Custer	3,221	16.105.00
Dawson	3,530	17,900.00
Deer Lodge	3,962	19,810.00
Fallon	2,410	12.050.00
Fergus	6,709	33,545.00
Flathead	5,444	27,220.00
Gallatin	4,371	21 855.00
Granite	921	4,605.00
Hill	4,508	22,540.00
Jefferson	1,290	6,450,00
Lewis and Clark	4.882	24,410.00
Lincoln	1,492	7,460.00
Madison	2,195	10,975.00
Meagher	1,389	6,945.00
Mineral	481	2,405.00
Missoula	5.801	29,005.00
Musselshell	2,446	12,230.00
Park	2,859	14,295.00
Powell	1,698	8,490.00
Ravalli	3.355	16,775.00
Richland	2,581	12,905.00
Rosebud	2,063	10,315.00
Sanders	1,550	7,750.00
Sheridan	4,087	20.435.00
Silver Bow	13,687	68,435.00
Stillwater	1,643	8,215.00
Sweet Grass	1,166	5.830.00
Teton	2,954	14,770.00
Toole	1,355	6,775.00
Valley	2,852	14 260.00
Wibaux	868	4,340.00
Yellowstone	5,924	29,620.00
	126,417	$632,085.00

TABLE V.

Apportionment of State School Funds, February, 1916.

County—	No. Census Children Sept., 1915.	Apportionment at $5.25 per Capita.
Beaverhead	1,987	$ 10,431.75
Bighorn	727	3,816,75
Blaine	2,127	11,166.75
Broadwater	1,062	5.575.50
Carbon	4,911	25,782.75
Cascade	9,013	47,318.25
Chouteau	3,471	18,222.75
Custer	2,847	14.946.75
Dawson	4,291	22,527.75
Deer Lodge	4,347	22,821.75
Fallon	2,585	13,571.25
Fergus	7,623	40.020.75
Flathead	5,572	29,253.00
Gallatin	4,341	23.840.25
Granite	957	5,024.25
Hill	4,896	25,704.00
Jefferson	1.358	7,129.50
Lewis and Clark	4,902	25,735.50
Lincoln	1,671	8,772.75
Madison	2,167	11,376.75
Meagher	1,582	8,305.50
Mineral	522	2.740.50
Missoula	5,960	31,290.00
Musselshell	2,811	14,757.75
Park	2,939	15,429.75
Phillips	1,920	10,080.00
Powell	1.662	8,725.50
Prairie	930	4,882.50
Ravalli	3,228	16,947.00
Richland	2,902	15,235.50
Rosebud	2,530	13,282.50
Sanders	1,614	8.473.50
Sheridan	4,705	24,701.25
Silver Bow	14,140	74,235.00
Stillwater	1,881	9,875.25
Sweet Grass	1,270	6.667.50
Teton	3,129	16,427.25
Toole	1,408	7,392.00
Valley	2,183	11,460.75
Wibaux	976	5,124.00
Yellowstone	6.518	34,219.50
Total	135,865	$713,291.25

TABLE VI.

Showing the Number of Schools in Session for the Different Length of Terms for the School Year 1915-16.

The numbers in each column shows the number of schools that were in session for the number of months indicated by the number at the head of the column.

County—	1 mo.	2 mo.	3 mo.	4 mo.	5 mo.	6 mo.	7 mo.	8 mo.	9 mo.	10 mo.	11 mo.
Beaverhead				2		2	1	10	22	1	
Bighorn				2			1	7	13		
Blaine			7	4	1	9	1	14	9		
Broadwater				4		5	2	9	13		
Carbon				6	2	6	3	9	31		
Cascade			2	4		3	10	14	51	3	
Chouteau		2	6	8	9	19	15	26	27		
Custer			2	2	2	6	11	15	35	1	
Dawson		7	13	10	13	24	15	31	32	1	
Deer Lodge				2		3		3	4		
Fallon		3	5	6	17	18	6	32	18		
Fergus	2	9	30	37	19	25	21	49	55	1	
Flathead				1	1	2	6	16	44		
Gallatin				3	2	4	1	16	44	1	
Granite				2	1	3	1	6	10		
Hill		3	3	5	6	11	7	12	9	1	
Jefferson		1	1	3	1		2	12	19	1	
Lewis & Clark			1		2	2	7	6	23	4	
Lincoln							1	2	19		
Madison				4	1	8	5	22	16		
Meagher		3	2	4	4		5	8	18	2	1
Mineral							1		6	2	
Missoula				3	1	1	4	4	25		
Musselshell	3	2	5	9	1	1	10	19	60	2	
Park		1		3	6	6	9	14	24	1	1
Phillips		2	6	6	3	12	6	7	13	1	
Ravalli				1	1	2	1	3	20		
Prairie		1	2	2	3	7	3	6	17		
Powell			1	3	6	1	2	6	12	2	
Richland	1	3	12	8	9	13	12	27	17		
Rosebud		1	7	8	3	8	14	15	40		
Sanders		1					2	9	18		
Sheridan		5	4	8	7	28	10	38	23		
Silver Bow						3		1	3	3	
Stillwater	1	1			3		12	17	21		
Sweet Grass			1	8	3		7	13	18		

County—	1 mo.	2 mo.	3 mo.	4 mo.	5 mo.	6 mo.	7 mo.	8 mo.	9 mo.	10 mo.	11 mo.
Teton	1		1	1	2	3	4	8	33		
Toole		1	3	6	8	4	10	7	12		
Valley		2	2		4	5	5	5	8		
Wibaux		1	1	1			4	10	11		
Yellowstone			1	2	2	4	6	11	25		
Totals	8	49	118	178	143	248	243	529	918	27	2

TABLE VII.

Number of Persons of School Age (6-21) in Montana According to the School Census.

County—	Sept., 1915.	Sept., 1916.
Beaverhead	1,987	2,111
Bighorn	727	923
Blaine	2.127	2,418
Broadwater	1,062	1,082
Carbon	4,911	5,345
Cascade	9,013	9,816
Chouteau	3,471	3,845
Custer	2 847	3,544
Dawson	4,291	4,718
Deer Lodge	4,347	4,741
Fallon	2,585	2,868
Fergus	7,623	9,106
Flathead	5 572	5,441
Gallatin	4,541	4,702
Granite	957	957
Hill	4,896	5,133
Jefferson	1,358	1,390
Lewis and Clark	4,902	5,070
Lincoln	1 671	1,861
Madison	2,167	2,229
Meagher	1,582	1.747
Mineral	522	589
Missoula	5,960	6,144
Musselshell	2,811	3,182
Park	2 939	2,969
Phillips	1,920	2,239
Powell	1,662	1,624
Prairie	930	1,073
Ravalli	3,228	3,188
Richland	2,902	3 219
Rosebud	2,530	2,960
Sanders	1,614	1,588
Sheridan	4,705	5,282
Silver Bow	14,140	14 830
Stillwater	1,881	2,235
Sweet Grass	1,270	1,409
Teton	3,129	3,434
Toole	1,408	1.398
Valley	2,183	2,658
Wibaux	976	1,024
Yellowstone	6,518	7,282
Total	135,865	147,374

TABLE VIII.

A: Number of School Districts.
B: Number of One-room Schools.

	A	B
Beaverhead	37	38
Bighorn	10	27
Blaine	35	65
Broadwater	32	29
Carbon	59	42
Cascade	89	103
Chouteau	71	89
Custer	35	72
Dawson	87	154
Deer Lodge	12	10
Fallon	44	100
Fergus	156	164
Flathead	69	54
Gallatin	73	62
Granite	24	20
Hill	57	117
Jefferson	28	28
Lewis and Clark	41	37
Lincoln	21	21
Madison	57	51
Meagher	38	29
Mineral	8	10
Missoula	37	32
Musselshell	68	78
Park	59	58
Phillips	23	50
Powell	35	28
Prairie	19	32
Ravalli	30	17
Richland	65	88
Rosebud	44	87
Sanders	16	32
Sheridan	55	94
Silver Bow	9	12
Stillwater	46	36
Sweet Grass	49	44
Teton	56	61
Toole	31	84
Valley	12	63
Wibaux	27	40
Yellowstone	38	57
Total	1 801	2,315

TABLE IX.

General Statistics of Interest for the School Year 1915-16.

Number of first-class districts in state		6
Number second-class districts		45
Number third-class districts		1,750
Total number districts in state		1,801
Number of one-room schools in state		2,315
Number of new school houses, 1915-16		292
Number of free text book districts		839
Number pupils enrolled, 1915-16		102,768
Number pupils enrolled in high school, 1915-16		9,189
Number high school graduates, June 1916		1,136
*Number eighth grade graduates, June, 1916		3,957
Number male teachers employed		681
Number female teachers employed		4,050
Average monthly salary male teachers	$	94.18
Average monthly calary female teachers		76.98
Acres of state school land unsold		4,388,137
Amount in permanent school fund (including investments, etc.)		$15,149,411.23

* This probably does not include some of the promotions from the eighth grade in the city systems.

TABL

	Total No. Days Absence	Average Daily Attendance	Average Number Belonging	Percentage of Attendance	Total Number Times Tardy
	18	19	20	21	22
Beaver					
Big H	7,573	1,016	1,064	97	2,851
Blaine	6,044	366	403	90	1,886
Broadw	12,080	990	1,088	92	2,536
Carbon	7,856	608	659	91	2,311
Cascad	26,462	2,719	2,879	94	5,678
Choute	41,777	5,570	5,824	95	10,589
Custer	20,949	1,651	1,805	91	8,504
Dawson	22,447	1,971	2,108	93	4,986
Deer L	24,829	1,767	1,952	90	7,974
Fallon	9,471	1,618	1,673	96	1,549
Fergus	25,466	1,406	1,603	87	3,684
Flathea	41,115	3,503	3,828	94	16,497
Gallatir	31,716	3,584	3,791	93	9,699
Granite	22,718	2,618	2,818	95	7,609
Hill	5,069	560	591	94	1,439
Jefferso	30,050	2,390	2,621	91	9,015
Lewis	8,442	72,115	774	91	3,450
Lincoln	23,468	2,419	2,546	94	5,970
Madison	9,107	951	1,004	90	3,162
Meaghe	14,921	1,206	1,301	91	7,860
Mineral	8,169	873	919	90	3,107
Missoul	3,230	358	337	93	1,514
Mussels	26,235	3,031	3,184	95	7,396
Park	18,988	1,579	1,659	90	6,970
Phillips	16,888	1,652	1,757	94	4,704
Powell	9,910	815	877	91	2,925
Prairie	8,817	858	914	94	3,044
Ravalli	.....	.....	.....	..	.....
Richlan	20,960	2,080	2,356	94	5,341
Rosebud	27,007	1,460	1,670	88	8,772
Sanders	16,297	1,096	1,205	91	7,236
Sherida	11,584	883	955	92	2,555
Silver B	37,569	2,234	2,525	89	12,432
Stillwat	44,657	6,603	6,859	96	2,886
Sweet	13,618	949	1,035	91	5,573
Teton	9,962	728	787	92	4,616
Toole	26,643	1,698	1,865	91	9,276
Valley	12,077	707	792	89	5,693
Wibaux	19,533	1,146	1,276	90	5,586
Yellows	10,665	463	529	87	2,441
	31,511	4,092	4,309	96	7,605
TOT	765,981	70,874	76,146	94	226,921

Y
Montana

TABLE X.

Part One---Statistical Report of Schools by Counties for the Year Ending August 31, 1915

COUNTY	CENSUS: No. of Children Between the Ages of 6 and 21 Years	CENSUS: Male	CENSUS: Female	CENSUS: Under 6 Years of Age	CENSUS: Male	CENSUS: Female	Statistics Relating to Compulsory Education: No. of Children Between 8 and 14 Years in the District	Statistics Relating to Compulsory Education: No. of Such Children Attending the District School the Entire Term	Statistics Relating to Compulsory Education: No. Attending Still Elsewhere or Instruction the Entire Year	No. of Months of School Including Holidays	No. of Days Actually Taught	Whole Number Enrolled During Year: Total	Whole Number Enrolled During Year: Female	Whole Number Enrolled During Year: Male	Total No. of Days Attendance	Total No. Days Absence	Average Daily Attendance	Average Number Belonging	Percentage of Attendance	Total Number Times Tardy
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Beaverhead	1,981	1,034	947	762	383	379	851	677	24	8	165	658	633	1,291	167,499	7,573	1,016	1,064	97	2,854
Big Horn	593	312	281	311	154	157	254	231	3	8	166	254	226	480	61,051	6,044	366	403	90	1,886
Blaine	1,892	982	910	794	391	403	776	690	46	6	145	754	717	1,471	144,806	12,080	990	1,088	92	2,536
Broadwater	1,013	507	506	380	196	184	400	371	29	7	157	372	405	777	95,622	7,856	608	659	91	2,311
Carbon	4,740	2,335	2,405	2,002	1,031	971	2,251	2,051	35	7½	165	1,799	1,840	3,639	449,425	26,462	2,719	2,879	94	5,678
Cascade	8,732	4,416	4,317	3,925	1,974	1,951	4,291	3,696	595	7½	172	3,539	3,282	6,821	956,913	91,777	5,519	5,824	95	10,559
Chouteau	3,180	1,609	1,571	1,589	821	768	1,364	1,113	66	7	140	1,204	1,125	2,329	331,808	20,949	1,651	1,805	92	8,504
Custer	3,214	1,685	1,529	1,679	852	827	1,396	1,136	100	7	164	1,308	1,228	2,536	323,380	22,447	1,971	2,108	93	4,986
Dawson	3,580	1,879	1,701	2,172	1,055	1,117	1,679	1,340	16	9	142	1,283	1,266	2,549	251,639	24,829	1,767	1,952	90	7,974
Deer Lodge	3,962	1,488	2,474	2,862	1,420	1,442	1,860	1,160	700	7	155	951	911	1,862	251,420	9,471	1,613	1,673	96	1,549
Fallon	2,410	1,286	1,124	1,293	631	662	1,179	889	58	5	127	1,062	951	2,013	179,035	25,466	1,406	1,602	87	3,684
Fergus	6,709	3,364	3,345	2,547	1,279	1,268	3,044	2,700	194	6	138	2,709	2,386	5,095	482,020	41,115	3,503	3,828	94	16,497
Flathead	5,444	2,789	2,655	2,110	1,079	1,031	2,373	2,543	.....	8	179	2,366	2,397	4,763	639,135	31,716	3,554	3,791	93	9,699
Gallatin	4,371	2,255	2,116	1,858	948	910	1,882	1,561	54	8	172	1,697	1,677	3,374	460,610	22,718	2,618	2,818	95	7,609
Granite	921	488	433	398	174	224	375	345	12	7	162	356	338	694	91,091	5,069	560	591	94	1,439
Hill	4,508	2,343	2,165	2,247	1,198	1,049	2,041	1,636	103	6	137	1,775	1,589	3,364	329,736	30,050	2,350	2,621	91	9,015
Jefferson	1,290	678	612	469	242	227	539	481	32	7	164	483	460	943	118,538	8,442	72,115	774	91	3,450
Lewis and Clark	4,882	2,377	2,505	1,801	896	905	2,016	1,420	393	8	178	1,438	1,557	2,995	429,467	23,468	2,419	2,546	94	5,970
Lincoln	1,492	783	709	717	383	384	748	569	5	9	171	591	719	1,310	162,971	9,107	951	1,004	90	3,162
Madison	2,195	1,146	1,049	911	462	449	947	914	26	7	153	868	832	1,700	185,109	14,921	1,206	1,301	91	7,860
Meagher	1,389	724	665	572	281	291	612	541	20	8	170	547	540	1,087	148,464	8,169	873	919	90	3,107
Mineral	481	272	209	272	145	127	227	195	20	8	168	237	190	427	53,541	3,230	318	337	93	1,514
Missoula	5,801	2,961	2,840	2,223	1,151	1,072	2,526	2,026	169	8	173	2,045	1,923	3,968	526,497	26,235	3,031	3,134	95	7,396
Musselshell	2,446	1,270	1,176	869	450	419	1,028	814	82	8	160	1,041	1,024	2,065	245,043	18,988	1,519	1,659	90	6,970
Park	2,859	1,453	1,406	1,143	571	572	1,395	1,129	48	8	162	1,032	1,115	2,147	269,035	16,888	1,652	1,757	94	4,704
Phillips	1,615	847	768	911	467	444	790	623	25	6	137	576	583	1,159	111,733	9,910	815	877	91	2,925
Powell	1,698	859	839	711	384	327	780	669	23	7	161	552	587	1,139	138,804	8,817	858	914	94	3,044
Prairie (Custer)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ravalli	3,355	1,733	1,622	1,256	651	605	1,349	1,225	6	8½	176	1,373	1,308	2,681	363,511	20,960	2,080	2,356	94	5,341
Richland	2,581	1,365	1,216	1,487	771	716	1,138	828	74	6½	136	1,163	1,009	2,172	199,255	27,007	1,460	1,670	88	8,772
Rosebud	2,063	1,037	1,026	1,101	517	584	909	753	.....	.....	.....	761	756	1,517	174,160	16,297	1,096	1,205	91	7,236
Sanders	1,550	831	719	465	236	229	702	568	39	8½	140	634	585	1,219	123,044	11,584	883	955	92	2,555
Sheridan	4,087	2,135	1,952	2,552	1,315	1,237	1,856	1,801	55	6½	142	1,742	1,624	3,366	319,295	37,569	2,234	2,525	89	12,432
Silver Bow	13,687	6,905	6,782	7,043	3,566	3,477	5,856	4,800	42	8	175	4,081	3,967	8,048	2,159,021	44,657	6,603	6,859	96	2,886
Stillwater	1,643	855	788	804	414	390	709	682	20	7	159	699	597	1,296	150,864	13,618	949	1,035	91	5,573
Sweet Grass	1,166	586	580	450	224	226	469	400	24	7	158	456	460	916	115,016	9,962	728	787	92	4,616
Teton	2,954	1,532	1,422	1,149	583	566	1,256	981	60	7	158	1,197	1,136	2,333	267,878	26,643	1,698	1,865	91	9,276
Toole	1,355	707	648	722	376	346	639	518	28	6	146	557	505	1,062	103,186	12,077	707	792	89	5,693
Valley	1,781	947	834	971	475	496	861	812	12	6	153	839	752	1,591	175,202	19,533	1,146	1,276	90	5,586
Wibaux	868	493	375	538	255	283	475	432	24	8	160	395	312	707	74,288	10,665	463	529	87	2,441
Yellowstone	5,924	2,966	2,958	3,258	1,638	1,620	2,542	3,139	279	8	172	2,866	2,822	5,688	797,644	31,511	4,052	4,309	96	7,605
TOTALS	126,413	64,234	62,179	59,374	30,039	29,335	56,585	48,459	3,540	7	162	48,260	46,334	94,594	11,526,923	765,981	70,874	76,146	94	226,921

TABLE X.

Part Two---Statistical Report of the School Houses by Counties for the Year Ending August 31, 1915

COUNTY	No. of 8th Grade Graduates.	No. of Pupils in High School Classes			No. of Teachers Employed at the Same Time			No. of Graduates From a Normal School.	No. of College Graduates.	Salary of Superintendent.	Average Salary of Teachers per Month		Statistics on Free Text Books			District Libraries		School Houses					No. of Visits by County Superintendent	Districts Which Built New School Houses During Year.	Value of School House Including Site.
		Male	Female	Total.	Male	Female	Total.				Male.	Female.	No. of Free Text Book Dist.	No. of Text Books Owned by District.	Total Amount Expended for Text Books During Year.	No. of Volumes in District Library	Value of Library	Log.	Frame.	Stone.	Brick.	Total.			
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Beaverhead	55	65	72	137	7	62	69	26	19	$ 2,200.00	136.82	90.95	11	4.882	$ 612.99	9,405	$ 7,419.10	19	17	.....	5	41	72	7	$ 146,170.00
Big Hörn	22	13	12	25	5	11	16	4	1	1,300.00	73.75	77.73	6	2,195	1,185.04	2,162	1,496.00	4	15	.....	2	21	41	5	49,125.00
Blaine	35	15	20	35	20	56	76	12	11	1,620.00	70.54	69.07	17	4.746	368.59	4,121	3,076.58	2	29	.....	2	33	65	2	90,255.00
Broadwater	35	30	40	70	12	32	44	6	11	1,800.00	99.16	71.70	.....	60	2.00	3,175	2,433.85	10	19	1	2	32	43	2	70,390.00
Carbon	111	83	153	236	21	96	117	40	26	2,100.00	97.05	70.27	1	.....	16.00	73.95	5,851.00	8	37	1	7	53	73	5	230,330.00
Cascade	327	304	374	678	26	249	275	79	52	2,105.00	111.21	84.96	9	21,284	956.62	205.97	9,320.03	9	96	4	13	122	156	13	863,756.00
Chouteau	51	41	44	85	19	102	121	27	14	1,650.00	66.30	65.37	18	32.72	1,141.66	4,289	2,974.43	2	81	.....	2	85	105	31	144,450.00
Custer	91	90	116	206	16	123	139	37	16	2,725.00	101.75	71.78	33	217.44	2,752.22	10,274	6,906.00	31	51	.....	7	89	100	10	262,460.00
Dawson	50	33	55	88	28	133	161	26	12	2,700.00	11.46	65.80	44	4,920	2,246.54	6,395	4,387.00	16	100	1	2	119	63	8	180,139.78
Deer Lodge	89	119	157	276	10	52	62	19	15	2,700.00	124.50	83.21	3	15,190	1,581.35	1,069	3,261.49	6	5	.....	7	18	130	2	250,350.00
Fallon	60	13	22	35	12	105	117	29	14	.....	82.30	63.52	45	8,686	3,993.01	73.25	5,100.70	24	79	.....	3	106	50	14	82,578.00
Fergus	106	117	154	271	36	240	276	69	34	2,775.00	92.57	71.10	30	5,199	1,436.79	12,241	7,782.80	.....	.....	.....	.....	.....	.....	.....	.....
Flathead	220	269	301	570	30	149	179	70	39	1,900.00	97.25	85.31	60	30,236	2,183.19	14,584	10,425.09	16	101	2	8	127	137	4	455,020.21
Gallatin	196	219	248	467	17	126	143	53	15	2,500.00	112.80	81.85	7	1,012	107.34	13,014	9,326.00	12	63	.....	5	84	147	.....	362,308.44
Granite	95	37	59	96	5	32	37	8	4	1,650.00	118.66	75.78	6	326	153.95	4,141	3,222.00	5	82	2	7	76	93	4	147,615.00
Hill	96	73	101	174	22	128	150	31	28	1,625.00	71.87	67.72	44	22,707	4,230.80	5,489	4,140.40	4	12	.....	3	19	25	1	101,600.00
Jefferson	43	41	51	92	12	36	48	11	9	1,650.00	103.54	74.46	21	5,752	486.78	6,696	5,183.00	12	110	.....	5	127	99	15	251,068.79
Lewis and Clark	154	149	227	376	16	118	134	65	33	2,600.00	128.48	88.76	29	14,746	1,192.13	10,431	8,549.76	7	15	2	6	30	49	4	97,065.00
Lincoln	49	33	61	94	16	46	62	20	14	1,472.00	100.93	81.82	21	6,978	929.44	116,74	2,274.25	11	26	3	9	49	56	2	546,560.00
Madison	73	46	74	120	10	72	82	25	8	.....	79.61	75.80	14	2,805	295.40	11,614	8,407.00	12	22	.....	1	35	36	5	66,648.00
Meagher	45	35	62	97	10	57	67	22	18	1,800.00	104.50	74.97	18	1,558	888.96	7,438	6,467.75	17	33	1	8	59	64	4	134,445.00
Mineral	21	3	2	5	11	20	21	3	2	.....	100.00	79.25	8	1,997	431.09	1,939	1,350.00	9	26	3	2	40	39	.....	127,275.00
Missoula	178	225	288	513	28	129	157	66	44	2,400.00	11.083	81.72	18	18,029	894.46	19,617	10,189.28	7	44	.....	13	64	58	2	504,704.00
Musselshell	37	37	50	87	15	104	119	25	13	1,920.00	33.84	73.43	.....	678	124.30	4,846	2,277.92	22	45	1	.....	68	38	.....	85,246.00
Park	92	86	121	207	8	102	110	25	20	2,375.00	125.42	74.51	2	621	53.86	7,688	5,552.09	13	38	5	5	61	90	5	294,605.61
Phillips	30	28	32	60	11	61	72	15	8	.....	85.90	68.60	18	6,685	1,401.00	3,324	2,650.00	2	52	.....	1	55	60	14	51,390.00
Powell	40	23	44	67	2	52	54	20	8	1,831.25	.....	79.08	4	4,274	34.12	23.70	2,096.15	4	28	.....	3	35	31	2	116,422.80
Prairie	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ravalli	121	177	184	361	22	68	90	35	14	1,603.00	91.31	81.23	11	5,968	594.13	8,270	5,245.05	5	16	.....	13	34	33	8	202,997.40
Richland	57	22	56	78	28	90	118	20	16	1,035.00	83.21	62.03	55	7,437	1,720.43	4,471	2,407.07	2	87	.....	1	90	115	24	111,124.00
Rosebud	53	44	54	98	16	93	109	27	18	2,000.00	81.22	67.94	40	7,519	2,303.23	7,157	5,279.24	21	34	.....	6	61	63	1	100,180.00
Sanders	49	50	46	96	8	55	63	11	10	.....	108.75	79.75	16	2,762	869.88	3,742	1,920.00	1	13	.....	3	17	11	.....	100,560.00
Sheridan	62	29	22	51	22	132	154	31	27	.....	80.91	68.37	42	15,028	2,970.25	4,561	3,798.26	.....	97	1	3	101	49	.....	265,268.50
Silver Bow	363	359	461	820	17	245	262	64	31	4,000.00	125.00	94.25	8	51,944	3,755.15	6,777	7,148.85	4	12	.....	18	34	244	1	1,109,427.38
Stillwater	41	35	53	88	8	61	69	15	10	.....	82.77	69.47	4	529	373.15	5,663	3,140.50	6	39	2	2	49	47	9	122,490.00
Sweet Grass	34	45	71	116	10	48	58	20	15	1,800.00	72.50	69.56	2	412	182.40	6,155	4,422.47	7	29	1	2	39	44	1	118,473.57
Teton	87	59	84	143	23	112	135	26	21	1,733.33	82.50	76.88	20	6,899	1,506.00	5,536	3,127.00	2	72	3	3	80	55	5	166,263.00
Toole	25	11	16	27	10	44	54	21	6	.....	78.00	67.95	18	5,058	1,178.86	1,543	922.52	.....	42	1	1	44	54	4	63,520.00
Valley	45	34	36	70	8	73	81	15	8	2,300.00	90.62	70.44	12	8,632	1,914.63	1,893	2,276.90	10	54	.....	3	67	78	8	171,200.00
Wibaux	25	20	13	33	4	35	39	13	2	1,600.00	119.16	65.47	16	4,143	822.39	3,862	2,888.12	.....	26	.....	1	27	49	4	52,779.45
Yellowstone	53	26	361	623	28	159	187	58	41	2,400.00	109.68	81.88	7	6,336	1,281.39	6,160	6,661.74	3	57	1	12	62	92	13	612,992.42
TOTALS	3,354	3,374	4,397	7,771	619	3,708	4,327	1,189	698	$ 2,025.00	93.47	76.28	738	324,749	$48,808.87	279,103	$ 191,362.79	344	1,800	35	200	2,379	2,881	245	$ 9,244,558.97

ABLE XI

Part One—Financial Report of the Schools by Districts for the Year Ending August 31, 1915

COUNTY	Balance on Hand August 31, 1914.	Apportionment from County Tax.	Special Tax for General Fund.	Special Tax for Interest and Sinking Fund.	Apportionment from State.	Received from Sale of Bonds.	Received from Premium on Bonds.	Received from Forest Reserves.	Received from Sale of Town Lots.	Transfers from Other Districts.	Received from All Other Sources.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
eaverhead	$ 23,938.84	$ 37,713.85	$ 48,464.28	$ 820.68	$ 9,940.00	$	$	$	$	$ 66.13	$ 4,829.82	$ 125,773.50
g Horn	11,322.86	18,356.31	13,434.96	3,543.87	2,875.00	3,500.00	.....	.....	.....	14.00	1,179.70	54,226.70
aine	21,129.70	19,371.86	32,319.56	195.72	9,400.00	.....	.....	.....	.....	1,595.76	1,069.07	85,081.67
oadwater	13,989.83	15,701.50	16,743.14	3,944.12	6,078.00	1,800.00	.....	.....	.....	111.97	132.63	58,501.19
arbon	29,556.94	35,517.01	61,281.19	8,839.60	23,700.00	19,222.50	11.00	.....	.....	1,391.58	4,217.69	183,737.51
ascade	195,148.92	117,895.50	172,535.20	31,912.32	43,665.00	23,400.00	.....	.....	1,050.00	3,259.42	7,095.89	595,952.25
outeau	20,791.25	40,720.64	34,104.48	.....	15,830.00	65,433.33	309.67	.....	.....	2,419.72	2,698.21	182,307.30
ster	38,161.32	65,597.74	104,970.70	12,602.41	16,070.00	85,250.00	1,275.00	.....	1,850.98	707.94	3,578.65	330,064.74
awson	52,213.36	60,652.62	71,645.76	349.68	18,365.00	24,189.50	.....	22.57	.....	4,838.87	9,835.32	242,112.65
eer Lodge	13,941.79	33,534.66	2,084.16	14,098.80	55,543.93	60,000.00	.....	.....	.....	1,587.28	1,347.80	182,138.42
allon	27,620.95	24,063.11	31,181.32	6,109.52	12,135.00	3,000.00	1,500.00	.....	.....	4,113.02	3,349.16	113,072.08
ergus	94,360.72	70,444.50	95,197.87	56,897.80	38,576.75	42,650.00	164.58	.....	810.00	5,996.44	6,817.51	411,916.17
athead	57,471.94	51,983.56	140,361.16	.....	27,185.00	.....	.....	.....	.....	8,801.59	5,053.15	290,856.40
allatin	49,614.88	65,346.45	88,733.20	13,675.37	21,855.00	10,078.00	.....	.....	.....	446.23	6,753.50	256,502.63
anite	16,011.46	14,143.20	20,268.72	982.05	4,786.77	.....	.....	3,417.60	.....	774.62	841.48	61,225.90
ill	32,179.66	27,176.60	65,192.14	7,293.31	22,636.80	21,609.00	.....	.....	.....	4,225.15	1,602.66	181,915.32
fferson	34,521.04	23,356.35	27,207.61	647.15	6,505.00	2,400.00	.....	9,773.60	.....	1,913.75	1,568.55	107,833.05
ewis and Clark	64,980.52	96,495.35	84,903.56	24,585.14	24,395.00	8,000.00	.....	.....	.....	1,875.05	710.44	305,945.06
ncoln	10,368.03	23,328.54	42,510.05	.....	7,460.00	1,500.00	.....	6,429.52	.....	5.95	2,378.86	93,980.95
adison	32,989.36	41,131.31	26,697.91	5,653.81	.....	4,000.00	.....	.....	.....	601.43	58.00	111,131.82
eagher	39,681.67	39,924.75	22,351.38	5,432.20	6,888.75	21,368.68	67.00	.....	.....	556.25	315.66	136,586.34
ineral	18,415.07	15,151.50	19,204.16	.....	2,405.00	46,750.00	200.00	.....	.....	220.00	115.04	102,460.77
issoula	59,975.13	62,789.82	139,957.41	23,241.39	31,743.91	5,000.00	.....	11.40	.....	186.27	4,399.72	327,305.05
usselshell	40,877.57	36,980.92	30,852.35	5,620.71	10,268.65	23,052.60	368.00	.....	.....	6,860.81	3,908.58	158,795.19
ark	82,261.91	40,938.58	52,166.62	14,405.00	5,591.11	10,000.00	69.00	.....	.....	5,200.47	1,085.71	211,708.40
illips	12,570.00	17,604.02	32,328.31	.....	7,750.00	24,000.00	101.00	.....	.....	2,372.34	512.41	97,238.08
owell	17,752.33	31,887.47	35,316.43	.....	8,490.00	2,500.00	.....	2,050.93	.....	1,685.54	132.24	99,814.94
airie	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
avalli	49,460.87	27,141.52	57,878.93	12,614.61	16,642.00	7,850.00	.....	10,635.35	.68	241.44	5,073.24	187,538.64
ichland	31,062.78	13,702.99	27,342.55	.....	12,663.30	14,155.00	.....	.....	.....	3,549.58	11,439.08	123,905.28
osebud	23,108.39	47,288.10	44,310.09	4,563.98	14,909.89	22,987.25	1,246.93	.....	.....	558.75	1,496.31	160,469.69
anders	29,395.17	24,243.69	38,376.93	7,017.36	7,321.06	.....	.....	.....	.....	785.60	603.47	100,743.28
heridan	3,989.10	34,228.59	79,221.80	.....	20,455.00	72,675.00	403.16	.....	.....	6,987.36	2,937.40	212,919.21
lver Bow	77,463.47	292,969.56	170,048.00	40,546.62	68,435.00	.....	.....	9,977.83	.....	19.33	3,277.55	662,736.36
illwater	23,606.23	20,470.21	27,564.77	6,638.96	8,079.00	10,700.00	.....	.....	.....	930.04	6,559.60	104,548.84
veet Grass	20,113.17	20,749.62	29,890.34	3,664.88	6,588.62	2,500.00	.....	.....	.....	1,466.06	10,424.03	95,326.72
eton	31,288.29	49,721.79	68,385.48	7,367.09	14,770.00	7,946.60	.....	.....	.....	1,907.33	5,505.31	186,891.89
ooole	13,017.25	13,917.62	23,369.13	1,425.44	6,805.00	3,095.00	.....	.....	.....	368.91	2,791.02	64,719.37
alley	45,819.83	19,733.12	48,552.85	.....	8,955.00	4,604.25	.....	.....	.....	1,504.28	5,875.16	135,044.49
ibaux	11,234.02	12,589.34	16,544.57	1,658.99	3,910.00	.....	.....	113.41	2,139.08	.....	3,848.17	52,037.58
ellowstone	79,590.92	81,750.80	144,738.03	12,793.72	29,620.00	101,300.00	4,620.05	.....	.....	20,064.48	2,326.54	476,804.54
TOTALS	$ 1,536,017.34	$ 1,786,319.70	$ 2,298,147.10	$ 339,142.30	$ 659,293.54	$ 756,446.71	$ 10,325.39	$ 42,432.21	$ 5,850.74	$ 100,210.74	$ 137,684.33	$ 7,671,870.10

TABLE XI

Part Two---Financial Report of the Schools by Counties for the Year Ending August 31, 1915

COUNTY	DISBURSEMENTS																		
	CURRENT EXPENSES											CAPITAL OUTLAYS		PAYMENT OF DEBTS					
	School Boards and Business Offices.	Superintendent's Salary (Principal High School Class).	Salaries of Teachers.	Text Books.	Stationery Supplies, etc.	Wages of Janitors, Engineers, etc.	Fuel, Water, Janitor's Supplies.	Maintenance of School Plant.	Libraries.	Transportation of Pupils.	Miscellaneous Expenses.	Buildings, Alterations.	New Grounds, New Equipment.	Interest Paid on Debts.	Redemption of Bonds.	Transfers to Other Districts.	Balance on Hand August 31, 1915	Total.
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Beaverhead	$ 745.20	$ 2,525.00	$ 56,116.39	$ 746.40	$ 4,966.02	$ 4,427.85	$ 4,815.93	$ 2,100.76	$ 959.17	$ 205.00	$ 4,689.68	$ 19,267.22	$ 6,200.15	$ 3,475.00	.....	$ 66.13	$ 14,407.73	$ 125,773.50
Big Horn	529.40	2,200.00	16,168.69	1,237.50	313.73	963.36	975.75	1,446.54	187.48	.....	788.59	10,012.48	1,179.88	899.73	1,000.00	.....	16,323.49	54,226.70
Blaine	805.95	1,620.00	38,216.44	628.95	1,366.68	2,297.22	2,459.95	1,950.51	415.49	90.00	4,864.25	2,195.45	1,655.89	1,974.25	346.00	1,642.91	22,661.73	85,081.67
Broadwater	392.17	5,040.00	22,178.00	2.00	84.75	1,431.21	1,660.76	2,332.71	900.52	.....	1,372.13	1,855.99	1,526.02	1,982.67	2,900.00	811.97	14,730.29	58,501.19
Carbon	1,215.31	11,225.00	73,947.76	418.79	4,729.49	7,397.87	4,765.30	5,353.99	624.71	.....	6,931.08	14,411.36	1,913.01	6,165.09	500.00	1,041.40	43,097.35	183,737.51
Cascade	8,058.35	14,740.00	203,192.70	1,048.40	6,194.67	18,340.13	13,885.13	14,808.78	2,112.07	2,885.35	16,244.74	40,592.23	6,826.27	22,772.93	1,626.20	3,259.42	219,364.88	595,952.25
Chouteau	2,473.85	4,303.95	54,419.97	1,341.73	1,890.96	2,770.89	4,811.77	3,310.02	609.73	487.25	1,129.12	50,791.97	5,403.24	1,734.40	.....	2,310.32	44,718.15	132,307.30
Custer	3,886.11	7,638.89	88,704.63	2,752.22	2,495.95	7,553.28	9,007.03	4,867.05	2,725.08	2,806.00	7,164.15	37,633.56	8,938.57	5,584.69	555.00	2,477.20	131,175.33	330,064.74
Dawson	3,519.51	6,300.00	77,291.98	2,585.12	2,954.33	4,320.86	8,091.64	6,960.03	1,741.78	2,257.21	7,299.50	47,954.38	12,294.06	4,663.71	2,686.35	5,183.73	46,008.69	242,112.68
Deer Lodge	1,052.65	2,700.00	59,946.44	1,581.35	8,753.00	3,625.15	3,992.70	3,578.80	393.59	650.00	879.11	63,864.09	941.58	5,459.50	8,010.00	1,587.28	15,123.18	182,138.42
Fallon	1,225.34	2,685.11	47,665.50	3,193.01	1,593.17	1,626.70	3,608.40	2,800.83	894.28	381.00	3,674.19	5,475.04	3,182.29	1,831.19	3,198.77	2,790.35	27,248.91	113,072.08
Fergus	3,013.06	4,086.91	152,235.77	2,297.05	2,218.20	8,546.50	9,184.72	6,043.41	736.13	2,051.65	20,375.66	44,495.61	7,748.56	11,976.14	19,150.00	6,760.29	110,936.29	411,916.17
Flathead	2,576.02	10,850.00	125,009.26	2,028.71	3,766.41	10,824.53	13,192.47	6,990.98	1,412.98	2,158.25	8,920.69	34,627.28	10,549.86	8,056.87	6,011.00	7,795.28	36,085.81	290,856.40
Gallatin	1,680.42	9,199.23	103,037.21	126.03	4,230.95	8,752.82	7,079.00	9,970.10	2,409.72	.....	14,979.94	12,960.32	6,108.67	5,512.48	6,250.00	4,536.04	59,569.70	256,502.63
Granite	509.80	4,586.00	22,237.07	209.57	1,364.42	2,684.20	1,782.86	1,769.61	266.13	.....	2,012.78	1,700.45	309.92	750.00	1,000.00	3,262.60	16,780.49	161,225.90
Hill	3,017.58	5,008.55	75,637.57	4,230.80	3,977.08	6,838.96	6,143.52	8,257.49	956.80	25.00	8,874.08	53,036.64	7,422.60	6,652.87	1,050.00	4,186.73	13,400.95	181,915.32
Jefferson	924.10	6,540.83	29,885.72	507.16	1,839.74	3,094.30	2,464.36	1,602.37	704.04	.....	1,954.45	5,049.74	955.79	474.00	7,375.00	1,988.75	42,372.74	107,833.05
Lewis and Clark	5,862.21	7,383.75	138,809.15	1,134.52	8,379.76	13,549.47	10,727.79	10,144.33	1,523.96	1,378.35	43,836.94	13,285.55	2,351.14	17,011.12	6,000.00	1,000.00	31,567.12	305,945.06
Lincoln	1,281.25	4,930.00	40,909.59	305.13	1,716.76	3,315.21	2,528.65	1,604.03	309.26	2,157.00	2,168.29	8,116.90	1,413.00	2,642.25	13,736.29	60.65	6,186.69	93,980.95
Madison	886.80	7,917.50	43,864.39	349.12	1,327.97	2,055.15	2,768.61	1,569.07	1,746.57	.....	2,032.21	8,153.59	1,783.65	2,052.75	3,200.00	568.12	30,736.32	111,131.82
Meagher	925.90	7,252.70	38,913.00	729.69	2,135.90	3,115.80	3,410.60	2,538.79	1,624.84	480.00	2,708.19	27,063.80	6,312.70	2,894.50	3,112.95	283.00	33,095.01	136,586.34
Mineral	579.23	2,806.00	12,342.25	430.59	919.10	1,235.87	731.65	1,151.40	200.88	590.30	2,063.43	34,466.14	1,335.62	27.50	.....	.....	43,656.81	102,460.77
Missoula	3,485.52	10,820.00	143,788.13	868.28	4,940.67	14,111.54	12,605.29	11,269.30	1,359.86	5,782.40	7,340.57	14,074.77	6,275.74	12,387.86	11,428.18	885.10	65,881.84	327,305.05
Musselshell	1,783.01	5,080.00	52,800.66	284.00	2,307.36	2,763.71	2,758.74	4,609.56	1,807.94	293.00	7,816.52	14,063.40	8,117.23	3,671.61	1,210.35	4,996.46	44,441.65	158,795.19
Park	1,117.38	7,607.75	70,237.92	38.05	4,609.79	6,751.87	4,004.31	5,200.01	952.27	764.30	3,842.45	65,207.21	1,750.58	6,066.35	5,666.50	1,169.62	27,722.04	211,798.40
Phillips	1,094.72	2,390.00	29,588.95	1,396.05	673.28	2,127.02	3,713.24	1,114.98	718.69	185.00	1,794.90	13,070.14	1,020.45	2,964.75	2,620.00	2,390.65	31,470.26	92,238.08
Powell	1,648.03	1,662.50	41,302.30	1,508.37	2,515.77	2,530.73	3,001.17	3,834.75	399.36	.....	3,174.02	4,485.39	1,782.35	1,378.38	7,055.58	3,752.18	19,883.55	99,811.94
Prairie	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ravalli	1,388.95	10,720.55	58,457.08	788.78	1,325.41	5,456.60	5,649.67	6,505.83	569.03	6,861.80	5,899.33	38,300.98	4,513.93	7,243.91	5,900.00	537.61	27,416.18	187,538.64
Richland	1,560.33	1,023.00	40,665.15	1,481.11	1,384.92	1,830.23	2,639.42	1,681.23	666.99	8.00	1,674.97	22,333.25	4,118.05	1,738.14	18,203.65	3,567.16	19,297.78	125,905.28
Rosebud	1,474.44	3,969.70	57,769.29	6,851.19	2,488.67	4,739.78	4,963.49	3,873.65	1,270.73	893.98	6,099.87	18,586.86	4,295.12	3,921.51	235.49	2,001.49	37,053.89	160,463.69
Sanders	912.15	5,738.00	37,880.30	1,373.73	1,072.18	3,443.75	4,162.86	2,414.73	813.92	3,973.62	1,950.28	4,594.56	3,107.03	1,527.43	5,750.00	.....	22,788.74	100,743.28
Sheridan	4,651.82	8,262.75	87,976.78	2,929.98	3,352.96	4,545.84	6,453.03	9,166.62	2,154.98	1,095.49	4,525.03	36,253.21	26,155.98	5,130.56	4,382.25	2,866.58	23,015.35	212,919.21
Silver Bow	376.30	5,125.00	281,380.27	3,916.00	3,476.52	145.55	17,104.94	33,241.87	345.15	195.00	80,079.07	202,095.41	2,579.13	10,025.00	35,000.00	19.33	13,168.48	662,736.36
Stillwater	678.68	3,741.87	35,183.49	355.46	2,401.04	3,026.97	3,163.10	1,790.40	391.26	355.30	2,952.97	12,130.35	3,900.19	7,209.40	2,147.50	1,582.80	33,860.16	104,548.84
Sweet Grass	751.15	3,766.66	30,712.56	648.20	1,316.89	2,261.40	2,246.00	1,196.96	556.41	275.95	1,839.73	2,139.49	3,130.31	2,485.65	19,397.98	804.61	21,804.47	95,326.72
Teton	2,505.92	9,810.00	82,102.43	1,741.17	3,557.41	5,615.30	5,303.10	3,850.05	1,122.50	5,730.51	5,669.85	13,899.72	4,282.36	6,479.01	.....	1,831.56	33,891.00	186,891.89
Toole	908.64	1,755.00	28,766.02	1,875.11	889.58	1,224.66	1,895.98	1,188.31	459.85	2,290.42	2,722.99	4,601.00	1,685.11	1,872.48	.....	214.33	12,387.89	64,719.37
Valley	1,029.35	2,300.00	41,873.63	1,814.63	2,951.09	3,395.27	4,666.48	3,206.70	392.71	2,193.50	1,799.75	53,088.70	3,432.31	1,110.00	.....	2,882.36	8,928.51	135,044.49
Wibaux	483.85	1,644.46	20,840.50	845.96	730.69	1,215.60	1,857.58	2,728.80	464.65	95.00	2,831.50	3,051.49	1,204.65	1,757.01	458.99	96.69	11,820.16	52,037.58
Yellowstone	4,460.11	9,672.40	140,514.82	1,830.27	9,768.16	16,011.20	13,622.64	8,640.51	2,458.17	52.67	4,643.88	68,159.51	7,691.46	4,988.33	41,315.94	6,610.21	136,464.12	476,804.54
TOTALS	$ 75,170.56	$ 226,556.06	$ 2,775,289.76	$ 58,940.17	$ 116,992.06	$ 199,938.34	$ 217,898.61	$ 205,856.46	$ 40,530.39	$ 49,431.50	$ 310,388.18	$ 1,127,869.22	$ 185,429.70	$ 198,841.52	$ 248,679.97	$ 87,086.91	$ 1,546,910.69	$ 7,671,870.10

TABLE XII.

Part One—Statistical Report of the Schools by Counties for the Year Ending August 31, 1916

COUNTY	CENSUS: No. of Children Between the Ages of 6 and 21 Years	CENSUS: Male	CENSUS: Female	CENSUS: Under 6 Years of Age	CENSUS: Male	CENSUS: Female	Statistics Relating to Compulsory Education: No. of Children Between 8 and 14 Years in the District	Statistics Relating to Compulsory Education: No. of Such Children Attending the District School the Entire Term	Statistics Relating to Compulsory Education: No. Attending Schl Elsewhere or Instructed at Home the Entire Year	No. of Months of School Including Holidays	No. of Days Actually Taught	Whole Number Enrolled During Year: Male	Whole Number Enrolled During Year: Female	Whole Number Enrolled During Year: Total	Total No. of Days Attendance	Total No. Days Absence	Average Daily Attendance	Average Number Belonging	Perctge of Attendance	Total Number Times Tardy
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Beaverhead	1,987	1,004	983	808	413	395	850	787	61	8	161	700	675	1,375	173,738	10,518	1,078	1,144	90	3,378
Big Horn	727	391	336	337	168	169	388	364	4	8	167	354	332	686	77,643	7,174	465	508	91	2,646
Blaine	2,127	1,062	1,065	775	353	422	1,077	828	65	6	153	617	647	1,264	139,950	15,991	915	1,021	89	4,044
Broadwater	1,062	525	537	437	224	213	453	417	36	7	161	390	412	802	94,765	9,595	584	650	89	3,216
Carbon	4,911	2,508	2,403	2,041	1,060	981	2,358	2,187	40	8	167	1,851	1,943	3,794	476,938	33,102	3,837	3,047	90	6,200
Cascade	9,013	4618	4,395	4,215	2,137	2,078	4,084	3,341	739	8	174	3,734	3,522	7,256	1,020,960	60,917	5,862	6,225	94	13,513
Chouteau	3,471	1,768	1,703	1,763	902	861	1,544	1,064	4	7	148	1,372	1,359	2,731	265,685	25,806	1,792	1,972	91	9,648
Custer	2,847	1,498	1,349	1,342	672	670	1,174	1,033	100	8	170	1,203	1,156	2,359	293,437	20,508	1,723	1,854	93	4,106
Dawson	4,291	2,284	2,007	2,465	1,260	1,205	2,082	1,421	43	6	143	1,503	1,380	2,883	283,407	33,474	1,982	2,214	89	9,999
Deer Lodge	4,347	2,290	2,057	2,015	1,114	901	1,860	1,154	705	7	182	973	929	1,902	288,772	10,323	1,580	1,644	96	1,541
Fallon	2,585	1,372	1,213	1,390	689	701	1,186	1,007	87	6½	133	995	945	1,940	165,657	29,300	1,249	1,461	85	9,054
Fergus	7,623	3,807	3,816	3,490	1,783	1,707	3,877	3,309	330	7	144	3,190	3,275	6,465	661,254	59,633	4,592	5,006	92	21,976
Flathead	5,572	2,753	2,819	2,229	1,181	1,048	2,396	2,418	.....	8	175	2,346	2,442	4,788	630,145	38,192	3,600	3,838	92	7,942
Gallatin	4,541	2,285	2,256	1,896	980	916	1,945	1,797	67	8	174	1,766	1,784	3,550	468,439	25,930	2,679	2,839	95	9,948
Granite	957	508	449	390	182	208	390	372	13	7	163	358	349	707	93,102	6,536	571	611	93	1,702
Hill	4,896	2,583	2,313	2,443	1,237	1,206	2,215	1,990	201	7	144	1,781	1,723	3,504	364,087	36,765	2,514	2,785	88	9,808
Jefferson	1,358	715	643	505	255	250	580	502	41	8	165	513	457	970	117,279	9,847	712	771	92	2,488
Lewis and Clark	4,902	2,378	2,524	2,196	1,142	1,054	2,056	1,435	487	8	181	1,616	1,629	3,245	441,415	26,950	2,443	2,593	89	6,754
Lincoln	1,671	885	786	865	435	430	784	599	25	9	167	737	649	1,386	172,076	15,694	1,033	1,119	..	1,292
Madison	2,167	1,115	1,052	894	455	439	966	950	9	8	156	863	838	1,701	201,819	18,761	1,286	1,415	89	8,597
Meagher	1,582	825	757	861	435	426	758	695	45	8	140	701	663	1,364	159,649	11,839	1,140	1,224	93	4,483
Mineral	522	284	238	261	136	125	262	186	20	9	176	246	203	449	60,510	3,543	344	365	94	973
Missoula	5,960	3,017	2,943	2,251	1,148	1,103	2,618	1,860	180	8	177	1,956	1,879	3,835	542,630	290,622	3,055	3,216	92	6,687
Musselshell	2,811	1,445	1,366	1,553	790	763	588	581	11	8	159	1,340	1,323	2,663	304,291	27,789	1,916	2,092	88	10,285
Park	2,939	1,448	1,490	1,306	661	645	1,294	1,121	12	7	160	1,105	1,202	2,307	276,924	19,772	1,726	1,852	93	4,675
Phillips	1,920	972	948	864	447	417	816	527	17	7	147	739	761	1,500	130,169	16,418	887	993	89	4,996
Powell	1,662	850	812	697	364	333	683	566	16	7½	165	611	593	1,204	145,055	13,516	877	961	91	3,709
Prairie (Custer)	930	503	427	554	271	283	478	374	.....	7	155	386	350	736	79,865	9,760	514	580	87	2,383
Ravalli	3,228	1,691	1,537	1,243	619	624	1,418	1,375	2	8	168	1,459	1,405	2,864	375,087	26,412	2,224	2,384	94	4,705
Richland	2,902	1,485	1,417	1,664	875	789	1,055	179	74	6	155	1,193	1,141	2,334	224,623	33,793	1,445	1,667	86	10,862
Rosebud	2,530	1,281	1,249	1,130	576	554	1,161	672	4	.....	175	981	1,012	1,993	238,117	23,930	1,358	1,497	83	7,508
Sanders	1,614	896	718	650	334	316	569	445	10	9	166	584	519	1,103	129,622	10,009	780	837	92	3,635
Sheridan	4,705	2,497	2,208	2,871	1,504	1,372	1,957	1,874	.....	7	153	1,976	1,816	3,792	373,013	50,835	2,435	2,776	88	13,133
Silver Bow	14,140	7,134	7,006	7,376	3,739	3,637	6,037	5,733	304	8½	154	4,344	4,444	8,988	1,266,291	63,735	8,223	8,637	95	3,929
Stillwater	1,881	966	915	1,042	551	491	736	725	.....	7	166	834	748	1,582	171,578	18,758	1,031	1,153	85	6,436
Sweet Grass	1,270	637	633	529	265	264	519	471	34	7	160	473	485	958	115,122	29,862	72	783	92	4,104
Teton	3,129	1,605	1,524	1,316	674	642	1,557	808	13	8	165	1,060	1,059	2,109	248,650	26,087	1,568	1,667	90	10,116
Toole	1,408	744	664	667	343	324	548	477	30	7	152	511	477	1,048	114,335	12,954	759	833	84	4,420
Valley	2,183	1,155	1,028	1,218	600	618	995	880	.....	7	157	1,053	939	1,992	202,361	33,810	1,286	1,504	86	6,794
Wibaux	976	537	439	574	282	292	536	453	26	7	162	437	409	846	84,391	13,008	517	601	82	4,327
Yellowstone	6,518	3,259	3,259	3,569	1,754	1,815	2,934	2,660	56	8	171	2,835	2,958	5,793	626,792	41,184	3,657	3,911	89	17,069
TOTALS	135,865	69,580	66,285	64,697	33,010	31,687	59,684	49,687	3,911		176	50,832	51,936	102,768	13,299,572	1,252,652	75,241	82,683	91	272,973

TABLE XII.

Part Two---Statistical Report of the Schools by Counties for the Year Ending August 31, 1916

COUNTY	No. of 8th Grade Graduates.	No. of Pupils in High School Classes: Male	Female	Total.	No. of Teachers Employed at the Same Time: Male	Female	Total.	No. of Graduates from a Normal School.	No. of College Graduates.	Salary of Superintendent.	Average Salary of Teachers per Month: Male.	Female.	Statistics on Free Text Books: No. of Free Text Book Dist.	No. of Text Books Owned by District	Total Amount Expended for Text Books During Year.	District Libraries: No. of Volumes in District Lib	Value of Library	School Houses: Log.	Frame.	Stone.	Brick.	Total.	No. of Visits by County Supts.	Districts Which Built New School Houses During Year.	Value of School House Including Site.
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Beaverhead	53	60	72	132	10	62	72	34	18	$ 2,700.00	109.55	93.63	12	3,534	533.84	9,441	$ 9,065.00	15	20	1	5	41	97	4	$ 18,535.00
Big Horn	24	17	21	38	9	29	38	6	5	1,500.00	78.75	75.07	6	4,558	936.88	2,046	1,480.00	10	19	.....	2	31	43	11	58,775.00
Blaine	52	59	48	107	20	63	83	10	11	1,665.00	74.74	68.00	21	6,021	603.20	4,819	3,076.58	4	61	.....	2	67	73	14	105,760.00
Broadwater	36	32	44	76	8	39	47	5	4	1,800.00	112.14	71.59	1	60	.....	3,541	2,818.66	12	18	1	2	33	45	1	78,540.00
Carbon	134	104	170	274	22	112	134	25	20	2,200.00	95.55	76.81	1	.....	.....	7,029	5,444.00	6	41	1	7	55	53	7	231,405.00
Cascade	380	357	467	824	30	258	288	91	57	2,188.00	111.46	85.20	12	231,99	2,263.78	24,832	11,907.77	9	103	3	15	130	184	14	934,828.21
Chouteau	52	41	59	100	14	125	139	21	8	1,525.00	68.96	66.52	21	4,745	1,062.31	5,821	3,824.49	1	92	1	2	96	116	19	203,578.00
Custer	133	98	153	251	13	107	120	36	13	2,850.00	98.92	74.82	33	21,355	2,140.64	7,840	6,864.00	32	41	.....	5	78	85	21	302,718.00
Dawson	38	52	68	120	25	157	182	27	10	2,850.00	78.00	6,576	50	3,943	2,281.23	6,985	3,748.78	11	141	.....	3	155	153	13	269,885.00
Deer Lodge	111	134	177	311	12	58	70	20	14	2,700.00	119.91	86.53	4	15,065	6,910.00	1,291	3,248.64	5	5	.....	7	17	54	.....	254,625.00
Fallon	53	28	52	80	16	109	125	19	8	2,000.00	69.33	62.78	41	10,387	1,775.04	573	5,673.87	29	79	.....	1	109	95	.....	174,467.57
Fergus	217	138	198	336	47	242	289	57	28	2,900.00	86.28	75.00	40	6,203	1,209.60	11,518	8,528.68	26	161	4	6	197	208	26	457,134.00
Flathead	312	338	418	756	29	154	183	56	42	1,980.00	103.83	78.95	61	32,600	1,992.46	15,118	11,174.80	12	63	.....	8	83	118	.....	441,382.41
Gallatin	209	249	296	545	20	138	158	44	44	2,167.00	116.24	84.79	6	998	3.36	15,697	10,890.00	5	63	2	7	77	82	2	447,815.00
Granite	23	29	55	84	6	34	40	17	6	1,650.00	127.50	76.29	8	811	172.55	4,196	3,290.60	4	16	.....	3	23	26	3	102,115.00
Hill	103	89	126	215	22	146	168	43	29	2,400.00	74.90	69.77	51	25,311	3,245.57	6,624	5,306.44	17	113	.....	5	135	165	13	255,028.79
Jefferson	16	49	50	99	12	41	53	16	8	1,650.00	109.63	78.00	23	6,590	635.08	7,746	6,467.99	8	19	2	6	35	38	6	108,550.00
Lewis and Clark	141	187	303	490	16	126	142	52	26	2,725.00	133.73	90.30	29	15,081	1,678.75	11,012	7,371.01	9	23	7	9	48	47	2	543,555.00
Lincoln	65	56	63	119	13	47	60	21	11	1,600.00	93.73	82.25	22	9,651	1,136.57	6,311	3,912.50	5	25	.....	1	31	33	6	79,023.00
Madison	62	49	67	116	11	75	86	16	10	.....	117.82	75.72	14	3,141	607.00	22,712	8,192.00	17	33	2	9	61	65	6	126,730.00
Meagher	48	51	63	114	7	63	70	25	11	1,800.00	124.92	77.38	20	2,480	928.41	9,440	7,043.84	6	28	3	4	41	62	3	136,715.00
Mineral	15	22	11	33	4	21	25	4	3	.....	117.75	79.52	8	2,469	544.23	1,988	1,684.83	.....	13	.....	2	15	12	2	77,280.00
Missoula	227	254	312	566	28	135	163	62	50	2,445.00	112.83	84.61	22	12,669	1,243.96	18,699	10,233.10	6	38	.....	14	58	115	3	553,159.00
Musselshell	42	74	92	166	20	119	139	30	13	1,950.00	84.42	73.80	.....	882	173.20	4,799	3,178.07	26	61	2	2	91	128	1	131,166.00
Park	111	90	149	239	12	103	115	33	18	2,400.00	116.63	76.17	2	621	53.86	12,265	7,604.92	16	38	5	5	64	90	4	305,620.00
Phillips	16	23	39	62	14	59	73	9	5	.....	80.00	65.42	23	7,403	3,681.68	3,644	2,771.21	3	60	.....	4	64	76	11	85,460.00
Powell	50	21	39	60	5	56	61	25	2	1,831.00	86.66	80.71	5	4,313	21.15	2,756	2,371.00	1	33	.....	4	38	43	3	149,720.80
Prairie	14	33	21	44	7	40	47	13	2	.....	92.85	62.12	18	2,291	1,004.31	2,408	537.31	.....	39	.....	3	42	44	.....	112,139.00
Ravalli	117	173	171	344	18	76	94	45	13	1,803.33	89.66	82.64	11	5,555	1,414.07	7,029	4,615.45	2	17	.....	14	33	34	2	234,765.00
Richland	61	22	55	77	22	94	116	29	24	1,020.00	77.30	67.70	55	7,769	1,648.65	4,900	2,831.30	.....	93	.....	2	95	140	28	106,061.37
Rosebud	33	27	41	68	24	114	138	30	19	2,000.00	84.93	67.57	45	11,852	1,969.41	8,568	6,183.04	16	79	.....	6	101	72	.....	218,634.00
Sanders	60	49	50	99	12	53	65	13	10	.....	95.70	77.27	12	5,207	957.03	3,221	2,340.34	3	31	.....	3	37	34	.....	92,305.00
Sheridan	46	51	50	101	25	153	178	9	.....	.....	81.96	6,459	55	18,578	3,527.54	7,443	4,855.43	.....	113	.....	8	121	61	5	283,193.20
Silver Bow	439	396	539	935	31	252	283	86	58	4,000.00	125.00	99.28	8	58,632	6,506.17	5,510	2,278.85	.....	.....	.....	.....	.....	171	.....	75,008,325.00
Stillwater	55	39	56	95	6	68	74	14	9	1,500.00	80.25	70.79	4	1,865	450.39	5,095	3,848.69	3	48	3	1	55	46	11	136,603.00
Sweet Grass	35	43	68	111	10	53	63	15	11	1,750.00	84.79	69.42	.....	.....	.....	7,367	4,804.98	10	34	.....	3	47	55	6	12,383.50
Teton	104	57	78	135	26	102	128	23	9	1,766.00	83.17	77.94	24	6,624	1,812.32	6,826	4,280.50	.....	74	1	1	76	79	.....	174,295.00
Toole	35	18	23	41	11	58	69	21	11	.....	79.72	70.34	27	6,577	736.44	3,128	2,010.00	.....	50	1	1	52	57	8	80,770.95
Valley	50	42	50	92	12	81	93	31	12	2,300.00	86.55	68.36	12	295	2,054.66	2,104	2,558.28	11	62	.....	4	77	73	10	179,720.26
Wihaux	21	26	26	52	5	45	50	21	8	1,700.00	70.00	63.75	23	4,788	1,024.83	3,877	2,565.59	.....	37	.....	1	38	57	12	108,020.00
Yellowstone	164	285	397	682	27	183	210	67	37	2,267.00	102.83	82.43	9	7,103	1,899.26	7,546	7,163.00	9	67	2	13	91	83	15	706,486.92
TOTALS	3,957	3,952	5,237	9,189	681	4,050	4,731	1,215	647	$ 2,085.00	94.18	76.98	839	361,326	$ 5,919.93	304,056	$ 208,224.60	349	2,151	41	197	2,738	3,312	292	$ 7,070,598.38

TABLE XIII.

Part One—Financial Report of the Schools by Counties for the Year Ending August 31, 1916

COUNTY	RECEIPTS											
	Balance on Hand August 31, 1915	Apportionment from County Tax.	Special Tax for General Fund.	Special Tax for Interest and Sinking Fund.	Apportionment from State.	Received from Sale of Bonds.	Received from Premium on Bonds.	Received from Forest Reserves.	Received from Sale of Town Lots.	Transfers from Other Districts.	Received from All Other Sources.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Beaverhead	$ 24,973.22	$ 38,480.00	$ 61,938.36	$ 5,380.10	$ 14,951.68	$	$	$	$	$ 120.00	$ 4,881.05	$ 140,724.41
Big Horn	17,709.25	19,476.61	6,369.09	3,701.39	3,732.75	.....	.....	.....	.....	1,223.89	529.29	67,742.27
Blaine	22,651.73	22,075.96	39,550.91	.....	11,166.75	12,344.51	.....	.....	.....	5,476.98	1,026.49	114,293.33
Broadwater	14,730.29	16,992.00	23,491.81	2,792.03	6,372.00	8,100.00	.....	.....	.....	195.40	1,145.96	73,819.49
Carbon	45,143.73	31,461.71	71,921.73	14,570.35	25,940.25	23,249.08	.....	.....	578.81	9,502.28	1,839.96	224,208.18
Cascade	219,364.88	137,358.12	198,418.54	36,013.78	47,318.25	6,550.00	.....	5.13	.....	285.41	13,602.40	658,916.51
Chouteau	44,718.15	38,488.01	63,685.69	2,469.15	18,054.75	32,488.32	218.50	.....	3,320.00	1,760.34	5,039.19	210,242.10
Custer	99,408.14	61,734.27	538,750.28	18,255.71	14,946.75	6,000.00	.....	1,184.51	.....	1,370.17	3,475.04	256,844.32
Dawson	40,167.22	33,585.79	97,911.76	10,733.63	19,218.54	13,880.00	.....	.....	.....	6,491.41	10,602.80	232,591.15
Deer Lodge	9,686.44	86,662.03	2,451.34	16,132.38	30,989.01	1,350.00	.....	784.02	.....	.....	544.29	148,599.51
Fallon	30,841.66	25,871.36	48,589.27	7,746.48	13,571.25	23,826.00	1,815.92	.....	.....	547.71	1,110.76	153,920.41
Fergus	110,996.51	80,041.00	89,744.22	85,385.65	41,821.00	42,127.50	502.46	.....	.....	3,336.76	8,939.75	462,894.85
Flathead	36,454.17	49,923.00	144,545.89	146.28	20,121.75	.....	.....	.....	.....	9,584.06	3,596.83	273,371.98
Gallatin	59,569.70	67,887.95	100,855.84	15,144.24	23,840.25	32,500.00	.....	.....	.....	214.37	11,419.63	311,431.98
Granite	17,726.91	14,449.50	20,444.11	6,476.32	5,196.50	.....	.....	1,263.50	.....	.....	4.26	65,561.10
Hill	11,405.61	40,609.70	82,047.15	16,214.53	25,704.00	5,789.80	.....	.....	366.50	2,546.54	3,540.73	188,314.56
Jefferson	42,372.74	23,493.40	31,226.50	131.20	7,129.50	2,900.00	.....	4,413.50	.....	8,557.05	431.52	120,655.51
Lewis and Clark	31,624.13	107,403.29	92,925.57	24,262.85	25,735.50	16,000.00	52.00	.....	.....	2,118.23	991.82	301,113.29
Lincoln	11,777.95	24,396.60	50,545.28	.....	8,772.75	4,957.47	68.75	2,339.40	.....	.....	5,156.20	108,014.40
Madison	30,756.32	45,507.00	28,048.75	8,876.56	.....	8,690.00	.....	.....	.....	517.40	4,331.10	126,727.13
Meagher	32,601.46	44,313.50	29,851.89	5,748.69	8,244.46	6,700.00	.....	.....	625.00	705.86	7,166.15	135,957.01
Mineral	43,466.63	13,376.36	22,456.45	6,603.84	2,740.50	.....	.....	1,252.80	.....	314.70	934.00	91,145.28
Missoula	66,608.63	63,206.34	130,338.14	20,322.08	32,211.40	68,000.00	295.00	5.33	1.14	.....	5,794.90	395,783.86
Musselshell	53,489.99	52,136.55	68,046.88	7,799.66	16,368.60	25,549.00	315.79	.....	679.70	6,232.70	6,330.89	236,949.76
Park	43,317.43	40,543.97	57,867.85	12,388.48	16,109.70	1,500.00	.....	.....	.....	10,008.67	1,026.49	182,762.59
Phillips	31,110.65	16,818.26	39,645.28	6,701.68	10,080.00	3,950.00	.....	.....	.....	1,307.24	2,286.18	104,989.29
Powell	19,883.55	30,766.90	45,090.11	.....	8,725.50	7,124.00	.....	1,296.36	.....	1,172.25	153.40	114,291.07
Prairie	33,293.88	16,480.98	18,609.99	6,382.84	5,010.95	9,700.00	2,000.00	.....	146.75	3,285.15	555.46	95,566.00
Ravalli	25,204.36	28,294.96	59,172.51	13,485.56	16,791.25	28,090.00	545.50	2,065.92	.....	1,747.91	8,734.47	184,142.44
Richland	20,717.73	26,903.27	56,358.93	.....	15,550.55	14,799.20	.....	.....	.....	2,973.79	14,225.60	151,549.07
Rosebud	29,500.65	42,911.34	60,901.49	4,882.08	18,395.89	14,298.45	.....	.....	.....	3,751.85	5,437.92	180,009.67
Sanders	23,902.34	20,767.70	34,713.06	7,498.58	8,415.75	.....	535.12	.....	20.00	530.01	5,152.22	110,532.78
Sheridan	28,936.84	52,166.61	103,352.11	1,704.33	25,906.39	25,997.18	371.67	.....	.....	4,074.24	5,628.97	246,738.34
Silver Bow	13,168.48	167,087.35	493,261.54	22,514.90	74,235.00	.....	.....	.....	.....	93.15	7,910.80	682,034.26
Stillwater	23,694.91	23,486.19	35,781.22	7,076.66	8,893.50	10,225.00	.....	.....	79.68	1,715.59	3,739.47	114,041.52
Sweet Grass	21,755.52	20,793.88	30,730.43	3,683.93	7,253.42	3,665.00	.....	.....	.....	350.30	1,229.31	89,461.79
Teton	32,299.55	52,458.90	100,153.58	10,053.57	16,498.25	7,800.00	.....	.....	.....	925.69	21,050.84	241,100.38
Toole	11,196.89	15,730.34	34,733.53	1,637.87	7,989.95	4,748.02	.....	.....	.....	398.06	11,813.02	87,477.68
Valley	3,297.19	21,588.75	52,327.51	.....	11,460.75	18,923.55	303.00	.....	.....	.....	2,453.11	110,253.86
Wibaux	15,365.91	14,690.11	29,535.31	2,839.25	5,654.25	6,200.00	.....	.....	.....	1,015.69	577.31	75,877.83
Yellowstone	140,430.95	95,495.18	142,021.71	21,594.13	34,219.50	30,565.60	440.00	.....	40.00	1,262.86	26,395.39	492,465.27
TOTALS	$ 1,607,744.58	$ 1,834,955.02	$ 2,895,261.02	$ 437,349.76	$722,728.79	$ 543,587.68	$ 7,463.71	$14,610.47	$5,857.95	$95,803.71	$220,804.97	$8,386,167.38

TABLE XIII.

Part Two—Financial Report of the Schools by Counties for the Year Ending 31, 1916

COUNTY	DISBURSEMENTS																			
	CURRENT EXPENSES												CAPITAL OUTLAYS		PAYMENT OF DEBTS		Transfers to Other Districts	Balance on Hand August 31st, 1916	Total
	School Boards and Business Offices	Sup't Salary (Principal If 1st Class)	Salaries of Teachers	Text Books	Stationery, Supplies, Etc.	Wages of Janitors, Engineers, Etc.	Fuel, Water, Light, Janitor's Supplies	Maintenance of School Plant	Libraries	Transportation of Pupils	Miscellaneous Expenses	New Grounds, Buildings, Alterations	New Equipment	Interest Paid on Debts	Redemption of Bonds			
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Beaverhead	$ 694.22	$ 2,349.95	$ 59,869.63	$ 687.32	$ 3,801.63	$ 5,834.73	$ 5,161.09	$ 4,209.75	$ 1,113.96	$ 413.50	$ 2,437.59	$ 4,335.10	$ 4,810.08	$ 6,719.91	$.....	$ 120.00	$ 38,165.95	$ 140,724.41
Big Horn	519.81	1,500.00	22,811.17	889.55	350.07	1,346.20	2,336.16	1,640.90	236.40	.....	3,186.10	13,685.88	2,830.91	2,144.86	.....	1,200.00	13,064.26	67,742.27
Blaine	13,300.07	2,852.97	43,214.37	722.35	2,293.71	1,892.95	2,608.75	2,872.47	541.98	.....	458.00	7,647.87	1,796.71	2,043.14	.....	4,973.38	39,044.61	114,293.33
Broadwater	436.19	5,498.68	26,914.92	27.26	491.24	1,785.14	1,896.24	4,039.99	533.46	.....	2,176.02	3,516.15	796.48	5,501.60	.....	220.40	19,985.72	73,819.49
Carbon	1,185.48	12,051.00	80,966.87	332.75	5,364.48	7,675.90	4,834.57	7,469.88	2,036.37	.....	10,871.04	30,388.44	3,820.92	6,232.51	4,250.00	1,824.63	45,203.34	224,208.18
Cascade	8,191.10	14,916.00	230,229.31	2,263.78	8,583.75	22,172.24	18,287.04	23,900.56	2,848.80	3,987.75	14,558.73	114,275.09	11,958.50	22,856.82	20,242.70	285.41	129,347.94	658,916.51
Chouteau	1,932.04	4,223.91	67,401.12	1,146.81	3,494.04	3,160.26	6,999.58	6,658.60	1,248.50	326.00	1,821.08	51,889.63	7,414.55	5,614.81	500.00	1,760.34	44,650.83	210,242.10
Custer	2,153.93	6,237.92	83,423.76	2,140.64	5,229.05	8,611.50	6,123.64	3,256.25	1,577.14	1,442.28	5,184.74	73,171.52	5,616.18	8,851.47	6,295.60	1,530.94	59,118.94	256,844.32
Dawson	3,832.58	5,700.00	84,218.32	1,400.72	3,446.71	4,262.55	8,523.52	4,972.88	1,159.09	1,713.57	7,690.17	24,193.51	6,684.45	6,907.77	5,418.55	9,490.62	52,975.76	232,591.15
Deer Lodge	1,024.60	2,700.00	69,672.72	704.30	3,281.44	15,524.17	5,011.09	915.13	92.46	1,224.08	1,083.51	9,645.50	4,671.34	4,888.33	13,000.00	1,350.00	14,410.84	148,599.51
Fallon	1,273.72	3,881.00	52,954.00	1,782.09	1,405.40	2,005.03	3,666.67	1,925.75	1,284.43	799.70	3,387.85	12,784.13	5,295.60	2,489.13	4,321.17	717.49	53,956.25	153,929.41
Fergus	2,305.02	5,798.96	163,086.98	1,948.91	2,295.71	7,919.99	11,275.42	5,562.12	499.56	5,359.17	21,835.98	57,682.15	6,994.89	13,759.61	15,078.00	10,663.70	130,827.68	462,894.85
Flathead	2,946.60	12,114.94	133,955.56	2,238.69	3,384.39	11,267.59	11,106.79	6,274.83	1,700.92	2,605.36	902.91	3,923.42	4,315.71	7,569.43	11,493.91	11,314.65	38,130.28	273,371.98
Gallatin	2,139.00	8,900.00	117,505.75	70594	4,539.06	9,320.08	8,728.08	13,307.18	1,648.58	600.00	13,775.66	8,831.44	5,883.93	5,511.51	13,380.00	253.01	96,698.76	311,431.86
Granite	683.35	4,335.00	23,924.67	90.00	2,052.46	2,066.40	2,264.53	1,376.79	176.00	.....	126.50	1,188.62	1,290.64	1,979.34	5,000.00	.....	18,006.80	65,561.10
Hill	2,402.87	6,223.95	91,263.03	3,163.02	6,476.55	8,113.45	7,281.17	10,402.13	864.45	644.48	29,014.04	8,704.52	3,891.28	10,322.44	531.39	2,352.97	3,437.18	188,314.56
Jefferson	882.94	2,727.14	32,445.68	606.98	1,957.94	3,186.71	3,659.11	3,710.48	1,454.47	127.50	1,708.92	7,664.17	2,590.80	646.00	8,500.00	.....	43,796.67	120,665.51
Lewis and Clark	4,049.47	8,988.00	137,585.25	1,552.51	7,715.28	13,932.49	14,473.23	11,417.13	1,266.84	1,229.00	5,701.94	17,664.70	4,841.83	17,253.50	6,000.00	1,336.88	46,705.24	301,113.29
Lincoln	1,396.15	6,240.44	42,056.9	1,087.80	2,400.29	3,753.50	2,863.66	2,655.60	732.67	2,395.25	3,737.51	9,771.81	2,273.56	1,241.88	8,212.77	1,459.76	15,744.76	108,014.40
Madison	1,069.35	9,524.00	46,125.01	622.91	1,776.45	2,294.80	3,524.13	2,888.72	1,582.89	.....	1,253.53	11,782.97	2,071.47	2,477.50	4,601.00	517.40	34,555.80	126,727.13
Meagher	999.91	6,957.50	46,799.49	928.41	1,486.56	3,812.56	3,988.89	2,849.00	1,242.82	890.42	4,779.33	14,683.14	3,354.32	5,835.09	5,159.16	705.86	31,484.55	135,957.01
Mineral	549.55	3,825.00	17,070.50	692.71	1,101.88	2,653.80	2,091.52	1,789.39	268.42	2,010.50	1,388.60	32,677.30	2,961.00	935.75	.....	94.20	21,035.16	91,145.28
Missoula	3,872.29	10,818.00	156,253.35	1,179.60	5,366.25	14,967.71	12,559.20	18,653.33	1,774.69	8,847.49	7,392.58	33,284.97	3,874.10	11,905.95	5,000.00	.....	100,034.35	395,783.80
Musselshell	2,302.88	8,455.26	83,219.43	616.55	4,220.39	4,299.79	6,217.05	6,167.70	1,062.01	2,262.50	8,728.52	39,584.06	9,529.06	7,732.54	2,732.85	6,296.67	43,832.50	236,949.76
Park	1,198.48	7,645.00	77,119.95	15.60	5,224.34	7,070.77	5,748.71	4,237.35	847.26	553.63	3,909.76	4,236.29	4,579.91	9,040.23	720.00	9,923.65	40,652.66	182,762.58
Phillips	939.77	3,285.00	34,985.70	2,119.06	745.85	2,943.79	4,196.24	5,749.18	397.51	270.00	2,047.60	22,987.74	2,237.39	3,536.90	368.43	1,021.90	17,207.23	104,989.29
Powell	1,377.22	1,900.00	42,154.88	304.60	200.25	2,898.21	3,652.57	4,389.64	1,055.29	.....	3,684.92	6,730.68	3,549.65	725.01	1,400.81	1,234.91	38,962.43	114,221.07
Prairie	516.55	1,350.00	24,645.02	1,076.31	1,402.33	1,281.00	1,667.92	1,891.82	302.14	1,778.95	2,485.60	22,941.34	3,989.65	3,128.66	1,000.00	209.89	25,948.82	95,566.00
Ravalli	1,415.76	8,401.24	63,522.97	773.52	2,829.33	5,628.33	7,954.76	3,891.77	852.31	8,061.30	3,293.88	26,646.37	4,188.89	6,954.14	4,225.00	1,240.26	34,339.51	184,142.44
Richland	1,715.96	2,038.75	50,520.05	1,488.81	2,575.86	2,682.17	4,032.82	2,177.84	1,167.59	3,233.94	11,749.53	19,825.59	4,738.31	3,954.61	600.00	2,893.92	36,053.32	151,549.07
Rosebud	1,429.30	6,078.75	71,448.90	2,669.26	3,341.92	5,332.43	5,456.79	2,289.82	5,504.03	5,974.00	6,700.10	30,[illegible]	15,151.00	4,267.07	925.75	3,669.98	9,441.26	180,009.67
Sanders	999.99	6,925.00	41,724.00	953.88	1,584.76	3,625.62	4,432.24	3,193.71	453.48	5,415.28	1,373.02	2,385.20	[illegible]	1,817.99	9,940.00	385.72	24,523.47	110,532.78
Sheridan	4,218.60	16,046.21	74,744.61	3,757.03	5,403.39	5,649.82	9,327.75	7,676.30	2,988.56	2,006.30	5,558.96	49,570.22	5,802.49	6,226.27	4,174.78	4,757.56	28,611.48	246,783.34
Silver Bow	45,470.89	5,291.85	322,651.45	1,500.82	16,279.54	30,759.25	30,582.62	30,984.21	142.60	365.00	11,801.97	226,875.52	7,501.29	11,107.08	12,000.00	18.15	77,290.05	682,034.26
Stillwater	1,018.52	4,385.94	39,814.85	584.63	591.36	2,345.58	3,741.27	2,897.44	584.03	435.00	6,544.48	11,187.71	1,612.51	1,485.73	5,300.00	983.71	30,439.76	114,041.52
Sweet Grass	718.68	3,594.36	34,030.87	444.72	1,113.68	2,356.99	2,851.15	1,866.21	326.42	259.00	1,897.66	3,145.73	3,026.34	2,680.12	9,298.00	359.80	21,562.06	89,461.78
Teton	2,134.54	12,854.80	85,181.54	1,829.02	3,756.02	5,711.79	7,896.53	5,338.25	1,204.63	6,464.55	6,931.15	10,095.47	4,059.38	5,560.63	1,711.46	18,284.90	62,085.72	241,100.38
Toole	882.99	3,151.70	28,968.52	730.23	676.68	1,604.45	3,101.31	3,804.92	631.40	4,247.18	1,687.74	4,269.55	1,024.77	2,747.37	1,000.00	415.71	29,593.86	87,477.68
Valley	872.73	3,415.00	49,828.03	2,053.67	1,713.67	5,708.09	5,888.59	3,405.29	316.81	3,471.46	5,646.18	10,699.00	1,531.72	2,457.41	.....	.....	13,146.21	110,253.86
Wibaux	566.50	3,040.56	24,767.58	999.03	978.53	1,399.35	2,556.15	2,716.66	414.07	29.20	1,837.27	14,101.39	3,459.53	1,952.40	1,529.05	945.73	13,984.83	75,877.83
Yellowstone	5,585.94	14,043.50	158,164.69	2,543.50	9,063.37	19,620.39	18,444.56	8,813.29	5,917.32	10,295.20	13,570.82	106,617.65	7,763.10	17,364.10	11,700.00	1,373.17	77,684.67	492,465.27
TOTALS	$119,235.47	$265,238.38	$3,137,200.49	$55,975.29	$140,886.01	$269,566.58	$276,013.08	$244,230.26	$50,041.56	$89,739.92	$261,996.48	$1,164,668.85	$185,401.67	$246,497.44	$208,912.38	$106,146.27	$1,574,517.25	$3,386,167.38

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OF

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Montana State Department of Public Instruction

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LEON R. FOOTE, Deputy.
ADELAIDE M. AYER, Rural School Inspector.
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L. R. FOOTE ..... Clerk

"This war has taught us that the moral resources of a nation are superior to the material resources of an enemy. Democracy is an open pathway for merit, and when problems gather upon us thick and fast after this war, let us remember there is only one solution, for democracy solves its problems only through education."

WILL C. WOOD,
State Superintendent-Elect. California.

State of Montana,
Department of Public Instructions.

To His Excellency, Samuel V. Stewart, Governor.

Sir: I have the honor of submitting to you the report of this department for the biennium ending August 31, 1918.

MAY TRUMPER,
Superintendent of Public Instruction

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PUPILS

Growth of Montana Schools

In the year 1908-09 there were enrolled in the public schools of the state 64,627 children and in 1917-18, 122,000 children, an increase of 88 per cent. In those nine years, tho fifteen counties have been created, every county then existing has increased in school population from 19 per cent (Madison county) to 375 per cent (Teton county). In all counties that have been divided the original county, in spite of the amount of territory cut off, has a greater school population than the entire territory had before it was divided. For example, in 1908 the school enrollment of Meagher county was 492. Since then Musselshell and Wheatland counties have been formed mostly from Meagher. The combined enrollment in 1917-18 of those three counties was more than nine times as great as the enrollment of the same area in 1908. Even in one year, from 1916-17 to 1917-18, in spite of the war the enrollment of the state has increased from 102,000 to 122,000 or 19.6 per cent. Fourteen counties had each an increase in enrollment of over 300 children during the last year. They are

Table 1.

	Increase		Increase
Custer	1219 children	Fergus	900 children
Sheridan	682 children	Phillips	421 children
Yellowstone	587 children	Valley	417 children
Dawson	514 children	Richland	369 children
Teton	494 children	Missoula	324 children
Wheatland	458 children	Musselshell	322 children
Rosebud	351 children	Chouteau	306 children

Length of School Term

The average length of school terms in Montana was 145 days in 1916-17 and 148.8 days in 1917-18. The average length of term varied in different counties from 120 days in Fergus county and 123 days in Meagher county to 165.7 days in Flathead county and 168.8 days in Mineral county. It is more than a coincidence that the county with next to the shortest term had also the lowest average special levy. In

1916-17 it was estimated that with its great wealth Meagher county might have maintained a nine months' school in every district with a trained teacher for every school ($90 a month), with an average special levy for maintenance of only 2⅓ mills.

In 1917-18 there were 10,062 children in the state provided with less than six months' terms, 4593 children with less than four months and 1,468 children with less than two months. (Data from Hill county were not available.) In Fergus county alone there were 2175 boys and girls provided with schools which were in session less than six months and 1388 children given less than four months of school.

This is said to be the oldest schoolhouse in Montana. Adobe Town near Virginia City on Alder Gulch. Schoolhouse still used.

Table 2.

LENGTH OF SCHOOL TERM—1917-18.

COUNTY	Average number days taught	Number children provided with less that 4 mo. term	Number children provided with less than 6 mo. term	Per cent of schools with less than 6 months' term
Beaverhead	150.9	52	68	13.4
Big Horn	147.1	53	115	22.5
†Blaine	155	0	336	25.9
Broadwater	134.4	43	118	26.4
Carbon	132.8	79	184	16.1
Carter	135.9	208	381	30.1
Cascade	150	117	175	13.9
Chouteau	135.3	330	691	30.0
†Custer	142.5	119	238	22.4
Dawson	123.8	357	941	37.1
Deer Lodge	147.6	9	27	23.0
Fallon	152	105	142	15.8
†Fergus	120	1388	2175	48.2
Flathead	165.7	40	51	2.9
†Gallatin	161	23	105	12.3
†Granite	139	8	51	30.4
*Hill	.....	.....	.....	.....
Jefferson	155	36	69	10.5
†Lewis and Clark	161.3	6	20	8.1
Lincoln	161	19	28	8.8
Madison	159.2	69	188	17.5
Meagher	123	39	65	42.8
Mineral	168.8	14	14	0.
†Missoula	158.3	21	21	5.8
Musselshell	146.6	65	304	21.4
Park	141.4	27	152	31.3
Phillips	131.4	114	567	40.4
Powell	160	22	52	11.1
Prairie	155.2	42	107	11.4
Ravalli	158.8	12	21	6.6
Richland	133	167	459	24.3
†Rosebud	141.3	*	*	26.1
†Sanders	152.5	21	59	13.9
Sheridan	157	400	898	34.5
†Silver Bow	160.2	0	0	0.
Stillwater	160	19	62	5.7
Sweet Grass	147.6	83	119	18.8
Teton	152.4	94	202	17.0
Toole	155	86	150	14.3
Valley	155	264	491	31.9
Wheatland	154	24	39	11.5
†Wibaux	158	0	17	6.4
Yellowstone	157	17	181	8.6
		4593	10062	

*Statistics not available.

†Complete statistics not available. Number of children with no school not reported.

As it takes a child who is provided with only four or five months of school two years to do the same amount of work that is required of children attending a nine months' term it will readily be seen that very few children get beyond the third or fourth grades in these short term schools. If all children progressing at a normal rate stayed in school until they completed the eighth grade, children would reach maturity by that time, as the following table indicates:

Table 3.

Time Required to Complete Eight Grades at the Normal Rate of Progress.

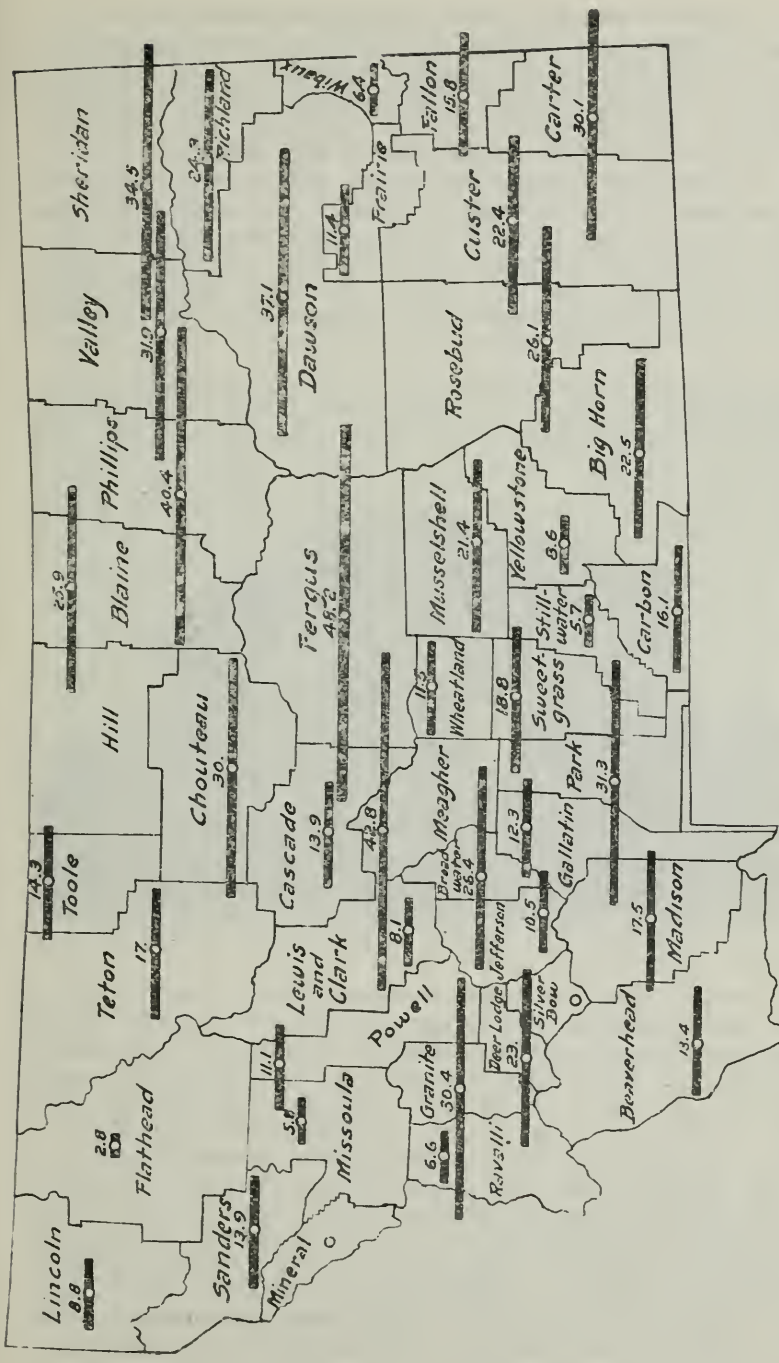
Number of Children	Time	Length of Term Provided
1700	Never	0 mo.
393	36 years	1-2 mo.
1200	24 years	2-3 mo.
1775	18 years	3-4 mo.
1602	14.5 years	4-5 mo.
3697	12 years	5-6 mo.

(Statistics from Hill and Rosebud counties were not available.)

In many districts of the state the people tax themselves often twenty mills or over in order to maintain a six months' school or even less. They are doing all and more than should be expected. For such districts there should be state aid. In hundreds of other districts the short terms are found where valuation runs as high as $200,000 or more per school and little or no special levy. There were 900 children from 94 districts in Montana last year attending schools with less than six months' terms in districts in which trustees failed to make any special levy. (Statistics from Hill, Ravalli and Rosebud counties not available.)

It will be seen that the counties with a large proportion of schools having short terms are usually in the newer counties in which there are many homesteaders who have not yet proved up on their land. Wibaux and Prairie counties, however, have a smaller proportion of short term schools than other eastern and northern counties. Meagher, Granite, Broadwater and Park counties have very high proportions of schools with short terms for old counties. The unusually large number of summer schools in Granite county is probably responsible for so many short terms in that county. Neighboring counties (Missoula and Powell) with few summer schools have much longer terms.

Montana is behind many progressive states in the length of terms. Our neighboring states of Idaho and North Dakota,



Percentage of districts having less than six months' terms. Data from Hill county not available.

for example, have had a law on their statute books for some time making seven months the minimum term, longer than the average term in Broadwater, Carbon, Carter, Chouteau, Dawson, Fergus, Granite, Meagher, Phillips, and Richland counties. The minimum term in California and Arizona is eight months, in most eastern states nine months.

In 1914 (last available statistics) nine of our neighboring states had, on an average, fifteen days longer term than Montana's average term in 1918. Only one northern state had as short an average term even four year ago as Montana's average term last year. The nine North Atlantic states averaged thirty-one days longer term than Montana schools provided last year.

The last Fallon county sod schoolhouse, typical of others still in use in eastern Montana.

Saskatchewan, a province much like our north eastern counties which have an average of about 150 days for length of term, keeps "even the remotest schools in newly settled sections open for at least 190 days and the better class rural schools must be in operation at least 210 days and all town and city schools must keep the doors open 210 days or more." There is not a city school in Montana with as good a record, for even our first class districts average only 178.8 days. Do the people of Montana care less for education than the people of Saskatchewan? Germany in her ambition to conquer the world realized that she must be educationally prepared, so she has maintained her schools for 225 days with a longer school day and school week than we have. Our allies, France and England are far ahead of the United States, their terms averaging 220 and 210 days respectively.

In a bulletin dated August, 1918, issued by the Bureau of Education and signed by Secretaries Baker, Daniels, Houston, Wilson and Lane, the following suggestion is given; "The present emergency is an opportune time for readjusting schools on an all year round basis." The Bureau of Education now reports that almost invariably the rural teachers of Washington and Vermont were this year employed for twelve months. In schools in which this arrangement is made the school year is often divided into four quarters, a plan which has been in successful operation for years in many universities, colleges and normal schools. Pupils may attend the year round as is customary in European countries or they may attend three quarters. This is a great advantage in rural districts where older children have to stay at home to work part of the year and little children are unable to go to school during the winter months. In other schools in which teachers are employed for twelve months, schools are not in session more than nine or ten months but teachers have direct supervision of home and school gardens, boys' and girls' clubs, recreation, etc.

Children Not Provided With a School

In January, 1918, an estimate of the number of children of school age who were unable to reach any school was made by the county superintendents of the state. That number was then over 1500. Since that time thirty-one county superintendents have submitted the names, addresses and ages of the children unable to reach any school because of distance. There are 1121 names on record from thirty-one counties. If the other twelve counties have as many children in proportion, there are nearly 1700 children of school age in Montana who were not provided with school last year. The number is probably much larger, as several county superintendents reported that it was impossible to secure full reports from district clerks.

The distance these neglected children live from a school varies from two to twenty-three and one-fourth miles. A child only two miles from school considers it no hardship to walk to school over good level roads but the distance may seem much greater than two miles if he has canyons to cross and mountains to climb.

Most of the children who are not provided with school

advantages are usually residing in poor districts in which a special levy of from ten to twenty-five mills is made and the opening of one or more schools or the furnishing of transportation is an economic impossibility. There are, however, many districts of the state that are allowing children to go without any school whatever and yet are making a special

Girls of German parentage born in Montana attending their third day of school, Oct 1918.

levy of only five mills or less. In a few districts with no special levy such conditions prevail. In still other districts a generous levy has been made by trustees but the tax raised from all the people of the district goes to the support of a central school.

No statistics are available as to the number of normal children who have grown to manhood and womanhood in this state without having ever attended school, but there are a sufficient number of reports from different sections of the state to indicate that the total would be deplorably large. In

one wealthy county seat of one of our old counties there are several people in an isolated section of the district who have been allowed to grow to maturity without ever having been furnished a school. The illiteracy problem of native born children in Montana is a very serious one. See page 14.

The following case is a typical one of these 1700 neglected children. In October 1918 two girls, fifteen and nine years of age, were discovered attending their first week of school. These children were native born but of German parentage and could neither speak nor understand English. The family of seven was living in a very insanitary, two-room sod house. The oldest son was serving his country in France. The first day of school the older girl had her hair fastened up with nails and safety-pins; the third day a ribbon had been substituted. The process of Americanization was already apparent.

In another part of the state a mother born in America of Norwegian parentage in very broken English said that she had never been to public school but that her young sister now had that opportunity and was learning English, much to the great distress of the aged mother who wished to keep her children from being Americanized.

Table 4.

Children Unprovided With School.

County	Number of children	County	Number of children
Beaverhead	24	Mineral	14
Big Horn	34	*Missoula	.....
*Blaine	.....	Musselshell	20
Broadwater	10	Park	2
Carbon	51	Phillips	66
Carter	170	Powell	14
Cascade	52	Prairie	12
Chouteau	102	Ravalli	4
*Custer	.....	Richland	48
Dawson	69	Rosebud	.....
Deer Lodge	1	*Sanders	.....
Fallon	33	Sheridan	23
*Fergus	.....	*Silver Bow	.....
Flathead	33	Stillwater	19
*Gallatin	.....	Sweet Grass	18
*Granite	.....	Teton	43
*Hill	.....	Toole	68
Jefferson	29	Valley	55
*Lewis and Clark	.....	Wheatland	13
Lincoln	11	*Wibaux	.....
Madison	53	Yellowstone	17
Meagher	10		

*Statistics not available.

School held for twenty-five children in a church in a German community. Equipment consisted of four long benches, a short blackboard, insufficient number of textbooks and dictionary. Language lessons taught from Sunday School cards with German inscriptions, May, 1918.

Illiteracy

In 1910 Montana's percentage of illiteracy was larger than any of her neighboring states and over twice as large a proportion as in Oregon, Washington or Idaho. There were in Montana at that time 14,457 children over ten years of age who were unable to read or write.

The names of illiterates who have been receiving instruction in English in the various training camps are being reported to the State Department of Education and efforts are being made to have this instruction continued by local school authorities when these men return to their homes.

Table 5.

Illiteracy Statistics of Montana—1910

Persons 10 years old and over
Total number illiterate 14,457

Males of voting age
Total number illiterate 8,812

Persons 10 to 20 years inclusive
Total number illiterate 1,505

By Counties.	10 years old and over.	Per cent.
Beaverhead	153	2.9
Broadwater	50	1.7
Carbon	1,193	11 4
Cascade	1,057	4.6
Chouteau	841	6.0
Custer	341	3.0
Dawson	135	1.3
Deer Lodge	411	4.0
Fergus	533	3.9
Flathead	258	1.7
Gallatin	130	1.1
Granite	70	2.9
Jefferson	81	1.7
Lewis and Clark	1,168	6.2
Lincoln	90	3.1
Madison	94	1.6
Meagher	244	6.9
Missoula	961	4.9
Park	366	4.3
Powell	107	2.2
Ravalli	193	2.1
Rosebud	1,516	23.4
Sanders	383	12.7
Silver Bow	1,118	2 4
Sweet Grass	140	4.3
Teton	1,150	15.5
Valley	925	8.8
Yellowstone	749	4.1
By Cities		
25,000 or more.		
Butte	547	1.7
10,000 to 25,000.		
Anaconda	361	.....
Billngs	230	.....
Great Falls	660	.....
Helena	178	.....
Missoula	156	.....
2,500 to 10,000.		
Bozeman	29	.....
Deer Lodge	41	.....
Havre	24	.....
Kalispell	12	.....
Lewistown	25	.....
Livingston	149	.....
Miles City	256	.....
Red Lodge	980	.....

Attendance

The data on attendance were available from only 29 counties and represent 71,365 children or about 58 per cent of the children enrolled in the schools of the state. The following table shows actual number of days of school attendance:

Table 6.

No. Pupils	Days Attendance
2,949	Less than 20 days
3,515	20— 39 days
3,655	40— 59 days
3,631	60— 79 days
3,912	80— 99 days
4,631	100—119 days
6 649	120—139 days
12,363	140—159 days
30,060	160—180 days

Of this number 19 per cent were in school less than four months and 31 per cent had an attendance record of less than 6 months.

When the record of attendance is studied, the reason for retardation of 28 per cent of the school children of the state is easily understood. Of all children enrolled in the twenty-nine counties reporting, who attended school less than six months of the year, hundreds of children did so because they had no school to attend for a longer period. Of the other 22,293 children who were reported as attending less than six months, probably a large number were in some other school the remainder of the year (children are reported as having left school when they are only transferred, as no record of transfers has been kept in this state), many were out because of illness, others were obliged to stay at home during bad weather because of long distance and poor roads and still another group was not in school because our compulsory education laws are not enforced as they should be. The law requires parents to send children to school "for the full time that school is in session, and said attendance shall begin the first week of the school term." The compulsory education law also states that "all children between the ages of fourteen and sixteen years not engaged in some regular employment shall attend school for the full term during which the school of the district in which they reside is in session during the school year".

The following table of compiled data sent in by thirty-seven counties, also shows by the number of children who left school before they are 14 that the compulsory education law is not enforced.

Table 7.

7,769	children	enrolled	6	years	old
8,412	children	enrolled	7	years	old
7,844	children	enrolled	8	years	old
10,761	children	enrolled	9	years	old
8,290	children	enrolled	10	years	old
8,264	children	enrolled	11	years	old
8,056	children	enrolled	12	years	old
7,327	children	enrolled	13	years	old
5,124	children	enrolled	14	years	old
2,605	children	enrolled	15	years	old

(Data were not available from Custer, Fergus, Hill, Mineral, Richland and Rosebud counties.)

Children transported by a Ford car to the Corvallis Consolidated School. The car was driven by one of the mothers.

In Broadwater county there were only a little over half as many children enrolled thirteen years of age as ten years of age. In Park, Big Horn, Granite, Prairie, Sanders, Meagher and Valley counties about a third of the children must have left school between ten and thirteen years of age. In Wheatland, Blaine, Flathead, Chouteau, Yellowstone, Teton, Toole, Carbon, Gallatin and Carter counties, about one-fourth of the children must have been allowed to drop out of school between ten and thirteen years of age. It is evident from the large number of children nine years of age that there are about 3000 more children who enter school at that age than at eight or six years of age. This is probably due to the long distances and bad roads in rural districts.

If it takes children who attend school regularly 160 to 180 days for eight years to complete the elementary school, what becomes of children who attend school less than 20 days a year? Children who are in school less than 20 days a year need more than nine times as many years to complete the grades as those who have attended 170 days. If a child attends on an average only nineteen days each year and receives no instruction outside of school, he will not have finished the first grade by the time he is fourteen years of age.

Table 8.

School Attendance of 71,365 Children Reported

COUNTY	Percentage of Children reported who attended school less than six months	Percentage of Children reported who attended school less than two months
Beaverhead	42	12
Big Horn	49	16
*Blaine	....	....
Broadwater	25	8
Carbon	25	6
*Carter	....	....
Cascade	26	8
*Custer	....	....
Chouteau	42	11
Dawson	49	17
Deer Lodge	31	7
Fallon	48	14
Fergus	82	3
Flathead	30	10
Gallatin	30	8
*Granite	....	....
*Hill	....	....
*Jefferson	....	....
Lewis and Clark	28	7
*Lincoln	....	....
Madison	20	3
*Meagher	....	....
*Mineral	....	....
Missoula	27	11
*Musselshell	....	....
Park	37	13
*Phillips	....	....
Powell	18	3
Prairie	50	11
Ravalli	6	1
*Richland	....	....
*Rosebud	....	....
Sanders	41	14
Sheridan	34	15
Silver Bow	24	5
*Stillwater	....	....
Sweet Grass	51	11
Teton	50	17
Toole	55	24
Valley	46	18
Wheatland	46	13
Wibaux	53	16
Yellowstone	35	4

*Data not available.

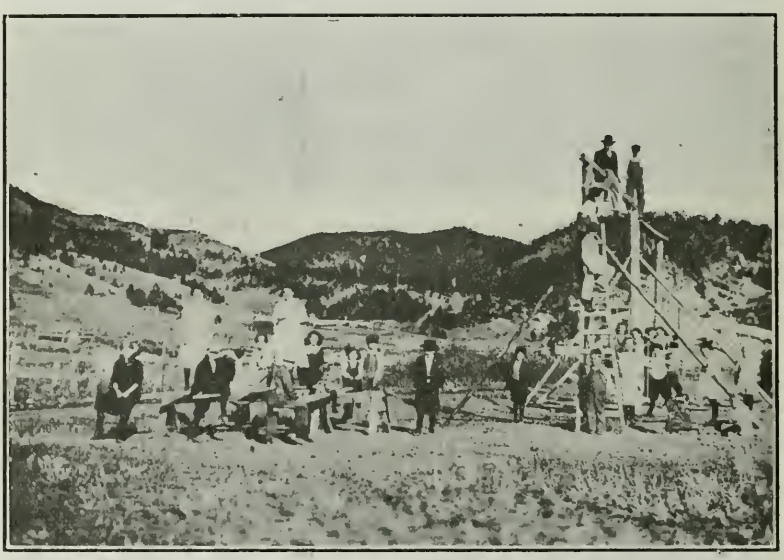
School building on whee's moved from one lumber camp to another as population shifts. Libby district.

34637

Children accommodated by the school building on wheels and their pet.

Distribution by Grades

Of the 37 counties reporting (data from Custer, Hill, Mineral, Phillips, Richland and Rosebud counties not available) it was found that there were 948 fewer children in the seventh grade than in the sixth grade and 1065 fewer children in the eighth grade than in the seventh grade. Only 79 per cent of the number found in the sixth grade and only 51 per cent of the number in the first grade remained to finish the elementary school. Can Montana afford to let over 2000 children drop out of school annually between the sixth and eighth grades?



Homemade playground equipment at the Landusky school, Phillips county.

Every state has had the same experience as Montana in regard to the number of children who have left school from the fifth or sixth grade on. That alarming condition has been remedied to a great extent in many states by establishing junior high schools. The critical adolescent period seems to be bridged over successfully in such schools in which there is a differentiation of work. (See page 73.)

Tho no official count was made it was reported from several counties that a large proportion of the men who registered for the draft, many of them born in Montana, had never been any further than the fourth or fifth grades

Prop. of EINAR STROMNES. LAYOFF!!

in school. The children who drop out of school before the seventh grade have almost no chance of being successful in a social or economic way. Is it not probable that such children are the "marginal people" who later become the dependents, the disgruntled and bitter members of society? When we realize that they have had only the most elementary form of American history, no civics, little or no systematic teaching of the laws of hygiene and sanitation, few of the great masterpieces in reading, only the most elementary words in spelling, only the beginnings of letter writing and applied grammar, no percentage or business arithmetic and

Nearly every rural school in Flathead county has several pieces of home-made playground equipment.

have covered only about one-half of home and world geography, we know that those children are fitted neither for work nor for leisure and that their chances for becoming intelligent and contented citizens are very small.

It is interesting to note that Meagher, Madison, Granite, Sweet Grass and Powell counties have more pupils in the eighth grade than in the sixth. Is there greater interest in school work on the part of the pupils in those five counties, or has there been concerted effort to keep the children in school longer? In striking contrast to the above named counties we find nearly two-thirds of the children enrolled in Carter county, about one-third in Sheridan, Sanders, Wheatland and Cascade counties, and about one-fourth of those en-

rolled in Lewis and Clark, Carbon, Silver Bow, Stillwater, Ravalli, Park, Yellowstone and Dawson counties, leaving school between the sixth and eighth grades. Are they entering private or parochial schools or are they beyond fourteen and regularly employed? Unfortunately few school systems keep a record of those leaving school, so what becomes of the lost children is not known.

Tho there were 6752 children enrolled in the eighth grade of 37 counties reporting last year, only 55 per cent completed the work. Did the remaining 45 per cent return to school this fall to repeat the work or have they left school feeling that they are failures? How many of the failures are due to poor teaching and how many to irregularity of attendance (see page 18) or poor health? Is the compulsory education law, requiring all children under fourteen and those between fourteen and sixteen **not regularly employed** to be in school, being enforced?

Broadwater and Sanders counties had the largest proportion (83 per cent and 81 per cent respectively) of eighth grade children who completed the work while Dawson (20 per cent) and Wibaux (28 per cent) had the smallest proportion of eighth grade pupils finishing the elementary school. Wheatland, Yellowstone, Fallon and Stillwater counties had a comparatively large number while Jefferson, Big Horn, Sheridan, Meagher, Madison and Sweet Grass counties had only about a third of the eighth grade pupils who completed the work. Is the eighth grade work much better in some counties than in others, or is the great difference in the percentage of eighth grade boys and girls who finish the eighth grade due to the fact that some county examiners are more lenient in their grading than others? Eighth grade examination questions are uniform thruout the state.

There is a very great difference between city and rural schools in the proportion of pupils enrolled who finish the eighth grade. Most counties are similar to Custer county where 8.7 per cent of the boys and girls enrolled in the schools of Miles City and Ismay last year completed the eighth grade while only 1.1 per cent of the children enrolled in the rural schools of that county finished the eighth grade. In striking contrast, the adjoining county of Yellowstone actually had a larger proportion of the enrollment who finish-

ed the eighth grade in rural schools than in city schools. Longer terms, stricter enforcement of compulsory education laws, better teaching, more supervision and the fact that high schools are available for all city children and unavailable for most rural children are responsible for the much smaller number finishing the eighth grade in country districts of most counties.

It is a strange coincidence that there were on an average in 1917-18 about 250 more boys than girls in each of the first four grades which number decreased rapidly in the fifth and sixth grades. When the seventh and eighth grades were

Cleanliness is considered next to godliness in one of the Ravalli county rural schools. Boys getting ready for lunch.

reached so many boys had dropped out of school that the number of girls was larger than that of boys. In the first six grades there were 1200 more boys than girls enrolled while in the seventh and eighth grades there were 1287 more girls than boys enrolled. Is there less in the seventh and eighth grade curricula that appeals to boys than to girls or are boys more needed at home so that they are being sacrificed more than girls?

In Ravalli, Broadwater, and Chouteau counties there was an unusually large proportion of boys who left school in the seventh and eighth grades while in Big Horn, Sweet Grass and Sheridan counties that period seems to be more critical for girls.

Retardation

There were in 1917-18 over 22,000 or 24.7 per cent over-age children in 35 counties of the state, that is, children who were not making normal progress in school but were over seven years old in the first grade, over eight years old in the second, over nine years old in the third, and so on. For example there were 575 children from twelve to eighteen years old working in the third grade with seven, eight and nine year old children.

In spite of the very large number of "repeaters" in the first grade, there were fewer over-age children in that grade than in any other. Over-ageness increased in the third, fourth, fifth and sixth grades. The number decreased rapidly in the seventh and eighth grades where such children leave school in large numbers.

Table 9.

Retardation by Grades. (35 Counties)

Grades	No. in Grade	Retarded
1st	15,213	13.2%
2nd	11,728	17.9%
3rd	14,318	22.3%
4th	12,476	29.5%
5th	10,444	32.3%
6th	10 180	31.1%
7th	8.672	30.5%
8th	7,607	28.7%

From the above table it will be seen that the percentage of over-ageness was greatest in the fifth and sixth grades.

It is very difficult to account for the great difference in over-ageness in different counties. As would be expected, in the newer counties in which there were a large number of short terms and long distances between homes and schools, there were a large proportion of over-age pupils, 46.6 per cent of the children of Carter county and 45 per cent in Sheridan county, for example, being retarded. Beaverhead and Madison counties, however, had a larger proportion of retarded children than Valley county. Only two eastern counties had a larger proportion of over-ageness than Ravalli county, an old and wealthy county that should have few retarded children. Silver Bow county with its large foreign population had only 16.3 per cent of its children retarded. This may be largely due to the long school terms in that county and the close supervision which is provided.

Table 10.

Retardation by Counties.

County	Number over-age	Per cent of over-ageness
Beaverhead	433	25.6
Big Horn	273	25.3
Blaine	542	32.7
Broadwater	131	11.4
Carbon	813	20.5
Carter	515	46.6
Cascade	1,662	20.6
Chouteau	939	29.1
*Custer	.....	.....
Dawson	877	23.
Deer Lodge	442	20.8
Fallon	215	30.9
*Fergus	.....	.....
Flathead	1,183	23.7
Gallatin	726	21.9
Granite	157	21.7
*Hill	.....	.....
Jefferson	76	6.7
Lewis and Clark	618	20.5
Lincoln	160	9.5
Madison	433	25.1
Meagher	80	14.9
*Mineral	.....	.....
Missoula	741	22.3
*Musselshell	.....	.....
Park	416	17.8
*Phillips	.....	.....
Powell	222	18.2
Prairie	353	34.6
Ravalli	918	37.2
*Richland	.....	.....
*Rosebud	.....	.....
Sanders	226	17.5
Sheridan	2,425	45.6
Silver Bow	1,599	16.3
Stillwater	336	18 5
Sweet Grass	258	22.7
†Teton	569	28.7
Toole	402	33.9
Valley	682	24.2
Wheatland	160	13.6
Wibaux	262	26.6
Yellowstone	913	21.6

*Statistics not available.
†Statistics from two towns—Conrad and Valier—not available.

The money cost of retardation, tho seldom considered, is a big item in school expenses. Wise preventive measures would not only save large expense and prevent children that are now retarded from being misfits in school and in later life but would give those who are now making normal progress in school better educational opportunities. As long as we have short terms, little enforcement of compulsory education laws, untrained teachers and little or no supervision of schools, we shall still have the tremendous problem of retardation.

TEACHERS

The Teacher Emergency

The very large increase in enrollment in the public schools of the state has meant an ever increasing demand for teachers which has not been met by our state institutions. In 1907-8 there were 1907 teachers in the state and in 1917-18, 5781, an increase of 203 per cent. Even in one year from 1916-17 to 1917-18 there was an increase of 518 teachers. In Dawson county alone the teaching force increased from 206 to 275 from 1916-17 to 1917-18 and in Sheridan county there were 84 more teachers than the previous year. In other counties the number of teachers has not kept pace with the enrollment so that hundreds of children are deprived of any school. In November, 1918, there were still 165 schools that were not supplied with teachers. The problem of furnishing a sufficient number of trained teachers is a very serious one, a problem that every thotful patron should study. Our one State Normal College graduated in 1918 only about 60 teachers, only about as many as were needed in the new schools created in Dawson county alone. Reports from forty-two counties (Missoula county not reported) show that there are 1632 teachers teaching in the state this year for the first time. With all positions filled we need over 1800 new teachers annually. We should need thirty normal schools graduating the number which the State Normal College graduates annually in order to supply the new schools of the state with trained teachers. As a temporary measure to help meet this great emergency, rural teacher training courses in high schools have been established, but these also are inadequate to meet the ever increasing demands. (See page 75).

That there is great need of a second normal school in Montana there can be no doubt. Montana is far behind most of the states in the facilities provided for training teachers. The following list of states with the number of state normal schools maintained shows the tendency of the United States as a whole:

Table 11.

North Dakota	4	Minnesota	5
South Dakota	4	Massachusetts	10
Washington	3	Missouri	7
California	8	Oklahoma	7
Colorado	2	Wisconsin	9
Idaho	2	Maine	7
Arizona	2	Pennsylvania	13
New Mexico	2	Illinois	6

It is a well established fact that normal schools draw their students largely from within a radius of a comparatively few miles. For example, 54.7 per cent of the alumni of the 1917 and 1918 classes of the Montana State Normal College came from Beaverhead and the four adjacent counties and only 20.7 per cent of the members of those two classes came from the eastern half of the state. As the majority of the students return to their home towns or home counties to teach, the state has failed to do its duty by the children in other parts of the state by providing more adequate facilities for training teachers.

In a bulletin published by the Bureau of Education for 1916 (Problems Involved in Standardizing State Normal Schools), the following statement is given: "In most states the establishment of normal schools has paralleled the general educational conditions and educational policies of the state. Consequently in states like Massachusetts, New York, Michigan, Wisconsin, and California we find strong normal school systems. In other states, such as some of those in the south, the development of normal schools has been retarded, paralleling in this respect the development of general educational conditions. The recent intense revival of educational progress in these sections, however, is generally paralleled by similar interest in normal school education."

Training of Teachers in Elementary Schools

The report by forty county superintendents on the training of teachers covers 4100 teachers of rural, village and city elementary schools out of 4280 in those counties in 1917-18. (Statistics were not available from Hill, Richland and Rosebud counties.)

Table 12.

	Per cent
Normal school graduates	32
College or university graduates	6
Partial normal or college training beyond high school	27
High school graduates only	17
Partial high school training with some normal or college training	10
Partial high school training only	6
Eighth grade education only	2

Tho there were a great many more college and normal school graduates teaching in the state in 1917-18 than a few years before, the proportion had decreased since 1910 in Carbon, Sweet Grass and Valley counties. Tho there were more than twice as many teachers in Carbon county as eight years before, there were five fewer who were normal or college graduates.

There was a very great difference between the training of teachers in city and village schools and those in rural schools. There was just as great a divergence in the training of teachers in the same type of school in different counties. Tho most city and village school boards are now requiring that teachers in the elementary school shall be normal school graduates, there was a surprisingly large number of teachers in several city systems in 1917-18 that were not normal school or college graduates. However, very few (only 62 reported from 40 counties) in city and village schools had no professional or general education beyond high school.

In spite of the greater wealth of rural communities and the much greater need of well-trained teachers in rural schools containing all grades, rural schools are suffering much more than town schools because of poorly prepared teachers. The proportion of normal school graduates in town and rural schools in 1917-18 was that of six to one in favor of town schools. The most striking example of either the ability of city school boards and the inability of rural communities to supply trained teachers or the appreciation of trained teachers in urban sections and the lack of appreciation in isolated districts was shown by the reports from Sheridan county. Only 1.3 per cent of the teachers of one and two-room rural schools had had any training beyond high school, while in the town schools of that county 93 per cent were normal school graduates and 100 per cent had had some normal school or college training beyond high school.

In striking contrast to this, Gallatin county had almost as good a record for her rural teachers as for her town teachers, 96 per cent of the former and 100 per cent of the latter having had some professional training beyond high school. Madison county, which had the smallest proportion of teachers in her town schools with professional training beyond high school (44 per cent) had nearly as good a record for her rural teachers, as 42.8 per cent had received some professional training beyond high school.

One in every four rural teachers in Valley county, one in every nine in Carter county, one in every ten in Madison county and one in every eleven in Custer county had no education beyond the eighth grade. In the towns in Valley county 93 per cent of the elementary school teachers had had professional training beyond high school and 80 per cent were normal school graduates. The four counties mentioned had more teachers with no education beyond eighth grade than the other thirty-six counties reporting taken together.

The deplorable number of meagerly trained teachers in rural schools will not be materially reduced until the selection of teachers is left to the county superintendent. In Gallatin county the long tenure of office of the county superintendent and her determination to weed out the unfit has resulted in the selection of teachers being a cooperative undertaking between trustees and county superintendent. Tho salaries are not as high as in many counties, only two teachers who had made no effort to fit themselves for their profession were able to wedge their way into the rural schools of Gallatin county. This is a record that no other county in the state can begin to approach.

The following comparisons are worthy of study:

Table 13.

Normal School Graduates in Elementary Schools

Village and City Schools		Rural Schools:	
Highest:		Highest:	
Wheatland	94.1%	Powell	43.7%
Sheridan	93.7%	Ravalli	43. %
Custer	91.1%	Meagher	22.2%
Valley	80. %	Teton	19.7%
Lowest:		Lowest:	
Lincoln	26.1%	Sheridan	1.3%
Madison	26.5%	Corbon	5.2%
Stillwater	28.5%	Carter	5.8%
		Musselshell	6.3%

College or Normal School Graduates, or Partial College or Normal School Training Beyond High School

Highest:

Beaverhead	100%
Big Horn	100%
Chouteau	100%
Custer	100%
Gallatin	100%
Jefferson	100%
Meagher	100%
Missoula	100%
Phillips	100%
Powell	100%
Sheridan	100%
Wheatland	100%
Wibaux	100%

Lowest:

Madison	44. %
Stillwater	71.4%
Ravalli	76. %
Broadwater	76.9%

Rural Schools:

Highest:

Gallatin	96. %
Chouteau	77.4%
Jefferson	77.2%
Big Horn	75. %
Missoula	73. %
Phillips	69.8%
Toole	67.6%
Carbon	63.1%
Blaine	60. %

Lowest:

Sheridan	1.3%
Carter	23.5%
Broadwater	35.7%
Fallon	38.8%

High School Graduates Only

(Only 56 teachers from forty counties were reported for city and village schools.)

Rural Schools:

Carter	36.6%
Powell	40.5%
Sheridan	40.9%
Fergus	44. %

Partial High School Training Only

(Only 5 teachers were reported in city and village schools from forty counties.)

Rural Schools:

Sheridan	31.7%
Broadwater	28.5%
Wheatland	26.1%

Eighth Grade Graduates Only

(Only 1 reported in city and village schools of 40 counties.)

Rural Schools:

Valley	25. %
Carter	11.7%
Madison	10.7%
Custer	.9%

Only three teachers in entire state were reported as having less than eighth grade education.

Summer School Attendance

The large attendance of teachers at summer schools has been very gratifying, particularly during the summer of 1918. The law requiring that all teachers shall have had at least twelve weeks of professional training by July, 1920, has influenced many who would not otherwise have gone to summer school. County superintendents in several counties made strenuous efforts to get teachers to attend summer schools

and the results in most counties were very encouraging. The large numbers from Fergus, Missoula, Gallatin, Phillips, Sheridan, Yellowstone, Cascade, Silver Bow, Hill, Chouteau and Flathead counties are due to a very great extent to the determined efforts of the county superintendents.

The following report includes the students registered in the summer schools at Bozeman, Missoula, Lewistown, Glendive, Havre, Malta, Rosebud Lake, and for the first six weeks at Dillon:

Table 14.

County	No. of teachers	Per cent of all teachers in county
Beaverhead	25	33.3
Big Horn	5	8.9
Blaine	19	17.5
Broadwater	1	2.
Carbon	30	20.5
Carter	3	4.9
Cascade	53	16.2
Chouteau	38	19.2
Custer	16	8.2
Dawson	29	10.6
Deer Lodge	12	15.5
Fallon	11	14.6
Fergus	135	34.4
Flathead	39	20.5
Gallatin	72	42.3
Granite	6	14.2
Hill	45	24.
Jefferson	8	14.
Lewis and Clark	25	15.9
Lincoln	18	21.9
Madison	17	18.2
Meagher	6	17.6
Mineral	7	25.9
Missoula	116	66.2
Musselshell	9	5.1
Park	16	12.8
Phillips	67	60.9
Powell	7	12.5
Prairie	21	29.1
Ravalli	20	19.2
Richland	21	14.4
Rosebud	16	9.5
Sanders	13	16.4
Sheridan	66	24.4
Silver Bow	52	16.9
Stillwater	20	20.
Sweet Grass	7	10.3
Teton	23	13.4
Toole	14	17.9
Valley	30	23.2
Wheatland	24	44.4
Wibaux	8	13.1
Yellowstone	57	22.
Total	1227	21.2%

Certification of Teachers

Montana's certification laws are quite antiquated. There is little uniformity when forty-three groups of county examiners are passing on the qualifications as revealed by professional first and second grade examinations. Practically all progressive states, including our neighboring states of Wyoming, North Dakota, Idaho, Utah, Washington and Oregon have more uniform and just systems, as all certificates are issued in those states by the state departments of education. Montana should not delay this much needed legislation for a uniform system of certification, which will permit our certificates to have recognition in other states.

Of all certificates held by teachers reported from forty-one counties, 8 per cent are life diplomas, 17 per cent are state certificates, 10 per cent of the teachers hold temporary state certificates or are eligible for such, 5 per cent hold special, 7 per cent professional, 22 per cent first grade, 26 per cent second grade and 5 per cent hold no certificates but for various reasons are given permits to teach until the next examination. Deer Lodge, Missoula, Yellowstone, Silver Bow, Lewis and Clark, Powell, Ravalli and Beaverhead counties have the largest proportion of teachers holding certificates higher than first grade while Prairie, Carter, Sheridan, Wibaux and Valley have the smallest percentage of teachers holding certificates higher than first grade. Deer Lodge county with 80 per cent of her teachers holding certificates higher than first grade is in striking contrast to Prairie county with only 14 per cent of her teachers with such certificates. If the teacher's ability can be at all measured by the type of certificate which she holds, a few counties have little chance for good schools. In Carter county, for example, 62 per cent of the schools were taught by teachers holding only second grade certificates while Deer Lodge county had only 5.7 per cent of her teachers holding certificates as low. Again 59 per cent of the schools in Prairie county and only 5 per cent in Powell county are being taught by teachers holding as low as a second grade certificate. Of course, the reason for the great difference between the qualifications of teachers in the newer and older counties is easy to see. In counties in which there is little taxable property it is impossible for districts to pay as high salaries as in the

older and more thickly settled counties, and therefore weaker teachers are employed. Can the state, however, afford to let the children of homesteaders or those who happen to be far from a railroad or other corporation property, which increase the wealth of many districts, grow up with the poorest kind of a school? Such appalling inequality of opportunity can be remedied by legislation giving state aid.

Much to the credit of trustees and the county superintendents of Powell and Rosebud counties, no permits were issued during the period from July 1, 1917 to June 30, 1918, and only one each in Yellowstone, Madison, Mineral and Silver Bow counties. In contrast to these, Valley county had 20 per cent of her teachers teaching on permits some time during the year, Big Horn 16⅔ per cent, Sweet Grass 15 per cent, Carter 14 per cent, Chouteau 14 per cent, Fallon 13 per cent, Wibaux 13 per cent, Prairie 12 per cent and Phillips 10 per cent. Again it will be seen that the poor records are in the newer sections of the state in which the greatest sacrifices are often made in order to have any school at all.

(Data on certification for Richland and Hill counties were not available.)

Tenure of Position

Of 4165 teachers reporting* 13.7 per cent taught less than a year in their present positions, 44.8 per cent were completing their first year, 18.2 per cent their second year, 8.6 per cent their third year while 14.7 per cent had stayed more than three years in their present positions. This data would indicate that 58.5 per cent of the schools changed teachers last year and 13.7 per cent had new teachers in the middle of the year.

There were 199 of the teachers reporting who did not complete their term contracts. In Wheatland county alone 17 per cent of all teachers reporting broke their term contracts, while 14 per cent of the teachers in Sweet Grass county and 11 per cent in Lincoln county did the same thing. Silver Bow, Meagher, Madison, Deer Lodge, Wibaux, Teton, Toole, Sheridan and Chouteau counties report that there were no teachers who broke their contracts who did not do so for legitimate reasons. However, there are altogether too many

*Statistics from Hill, Richland and Rosebud counties were not available.

who feel that a contract is but a "scrap of paper" and with many teachers it is customary not to return to their schools after the Christmas or long winter vacations. The loss to children from a change of teacher in the middle of the year appears to be little appreciated by some teachers and also by superintendents of city systems, who sometimes break up a good rural school by offering positions to the best rural teachers of their vicinity, if a vacancy occurs in their school systems. There is a law in the state which gives the county superintendent authority to suspend for a period of six months a county certificate held by a teacher who is guilty of such unprofessional conduct. This law should be rigidly enforced.

Experience

Tho experience of teachers is a less important factor than training in producing a good school, yet experience plays so important a part that difficulties cannot be diagnosed without a study of the reports along this line. In 1917-18 of about half of the elementary teachers of the state reporting, 13.3 per cent had taught less than nine months, 17 per cent from one to two years, 13 per cent from two to three years, 15.4 per cent from three to five years, 21.1 per cent from five to ten years, and 20.2 per cent over ten years.

Among the rural teachers the largest number were teaching their second year and the second largest group their first year, 39 per cent having taught less than two years. Among the city and village elementary teachers the largest number had taught over ten years and only 18 per cent had taught less than three years and only 1 per cent were teaching their first year. As most of the rural teachers are untrained (see page 29), the majority probably go to teaching at eighteen years of age, which would make over a third of the rural teachers still "mere children" under twenty years of age. City teachers certainly average several years older, even in their first year of teaching in a city, as a large proportion have taken from one to four years of training beyond high school and the majority have been obliged to get experience in the country before they were able to secure city positions. If maturity brings greater poise, judgment, patience and earnestness of purpose, city teachers are far superior to rural teachers due to that factor alone.

The largest number of rural teachers with little experience were found in Sheridan, Prairie, Sweet Grass, Carter, Fallon, Beaverhead and Lewis and Clark counties while Powell, Wheatland, Ravalli, Valley, Flathead and Cascade counties have more mature teachers in their schools.

Salaries of Teachers

Montana has a reputation for paying higher salaries in all walks in life than the majority of states, yet the amount paid teachers is shamefully meagre. All too often teachers' salaries are considered as so much a month and many patrons feel that $80, $95, or whatever it may be, sounds like good pay, but it is a different matter when we consider that the pay envelope stops at the end of three or four months or even sooner with many, six or seven months with many more and always by the end of nine or ten months, and yet those same people receiving those pay envelopes must go on living and paying for doing so during the remainder of the year. Every summer finds an increased number of teachers seeking employment because of the increased cost of living, even if they must accept positions in which unskilled labor is required. Tho the cost of living has gone up by leaps and bounds, the average salary of men teachers in Montana had increased in 1917-18 only $5.52 a month since 1910 and of women $10.34 a month. In Park county women teachers were receiving only $4.48 a month more than they did eight years before.

Table 15.

Salaries for Calendar Year 1917-18.

Number Teachers	Salary	Per cent of No. Reported
215	Less than $300	5.0
164	301— $400	3.8
357	401— 500	8.6
579	501— 600	13.6
706	601— 700	16.6
1237	701— 900	29.1
536	901— 1100	12.6
335	1101— 1500	7.8
99	1501— 2000	2.3
22	2000— 2500	.5
6	Over— 2500	.1

The above table of 4255 teachers covers incomplete reports from 41 counties (Hill and Richland counties not reported.) Of this number 30.9 per cent received less than $600

for their year's work. Only 76.6 per cent of the teachers reporting received more than dish washers and waitresses. Practically all salaries above $1000 were received by superintendents, principals and high school teachers who are usually college graduates, have often had a year or more of post-graduate work and are the more experienced members of the teaching profession. Yet only 2.9 per cent received as much as teamsters.

Tho there were 400 college and normal school graduates teaching in rural schools, only 36 received a salary of over $900. In the grades of village and city schools only 514 teachers, practically all of whom had had normal or college training, received over $900.

Table 16.

Percentage of Teachers Receiving Less than $700 annually

County	Less than $700 (a minimum living wage)	County	Less than $700 (a minimum living wage)
Beaverhead	33 per cent	Mineral	10 per cent
Big Horn	39 per cent	Missoula	13 per cent
Blaine	56 per cent	Musselshell	62 per cent
Broadwater	58 per cent	Park	42 per cent
Carbon	29 per cent	Phillips	56 per cent
Carter	96 per cent	Powell	19 per cent
Cascade	25 per cent	Prairie	80 per cent
Chouteau	64 per cent	Ravalli	19 per cent
Custer	27 per cent	*Richland	
Dawson	91 percent	Rosebud	59 per cent
Deer Lodge	11 per cent	Sanders	42 per cent
Fallon	82 per cent	Sheridan	59 per cent
Fergus	62 per cent	*Silver Bow	
Flathead	38 per cent	Stillwater	41 per cent
Gallatin	25 per cent	Sweet Grass	59 per cent
Granite	33 per cent	Teton	33 per cent
*Hill		Toole	71 per cent
Jefferson	17 per cent	Valley	68 per cent
Lewis and Clark	2 per cent	Wheatland	44 per cent
Lincoln	18 per cent	Wibaux	83 per cent
Madison	52 per cent	Yellowstone	25.6 per cent
Meagher	17 per cent		

(*The salary schedules for Hill, Richland and Silver Bow counties were not available.)

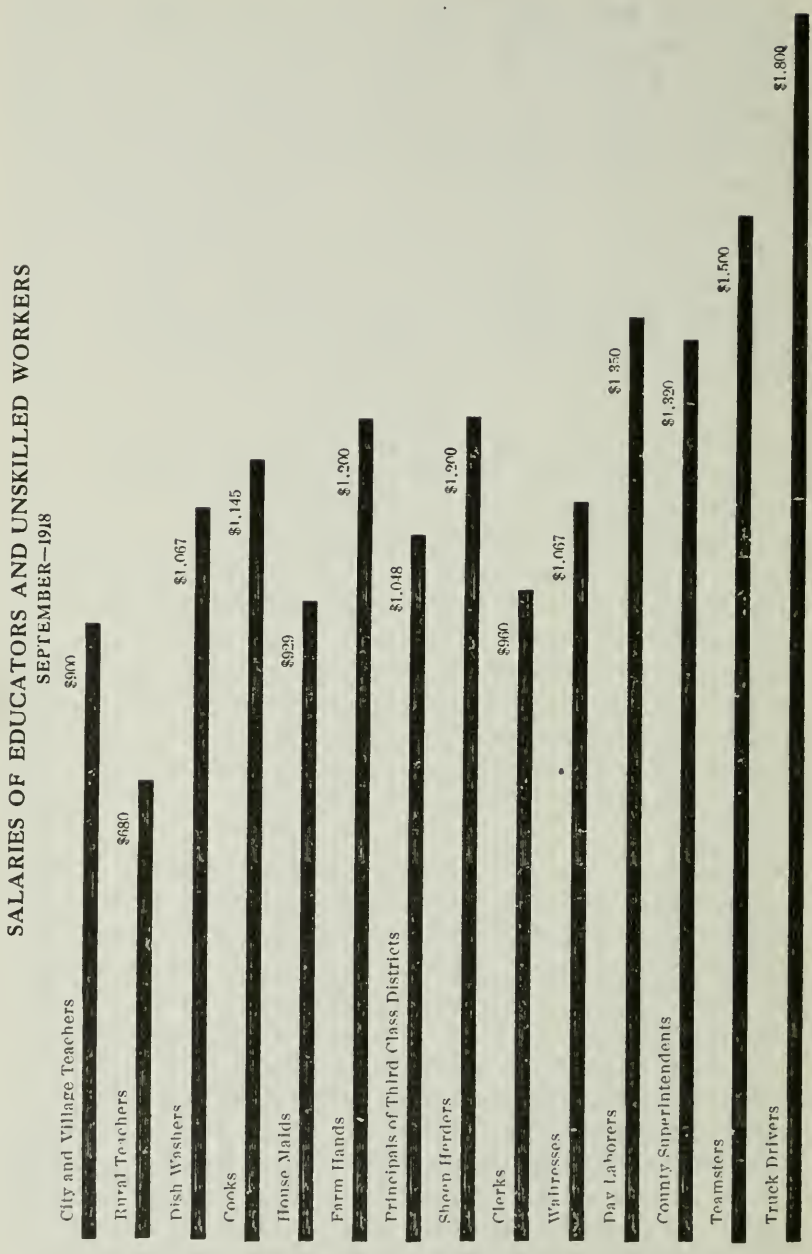
Because of the large increase in salaries for the present year, the great public interest in the question and the critical situation in Montana a study of comparative wages for 1918-19 seems desirable.

For village and city elementary school teachers $91.25 a month or about $900 for the school year 1918-19 is the average, while the rural teacher averages $84.65 a month or about $680 a year. The salary of rural teachers ranges

from $70 a month average in Carter county to $95 a month average in Beaverhead county. City and village teachers' salaries range from an average of $80 a month in Ravalli county to $116 a month in Deer Lodge county. High school teachers receive on an average $114.90 a month usually for ten months. These salaries range from $110 a month average in Meagher county to $145 a month average in Cascade county. City and village teachers are paying for board and room on an average $40.40 a month and rural teachers on an average $23.75 a month. (The above is a compilation of reports from thirty-seven counties. Data from Granite, Hill, Missoula, Musselshell, Sheridan and Silver Bow counties were not available.)

Let us compare the present unusually high salaries of teachers with those of unskilled workers. Day laborers are receiving $4.50 a day which is equal to about $1350 a year leaving out Sundays and holidays. Teamsters are paid $5 a day or $1500 a year; sixteen year old boys in the Butte mines $5.75 a day or $1725 a year; truck drivers $6.00 a day or $1800 a year; farm hands and sheepherders $75 a month with board which is equal to at least $1200 a year. How are women unskilled workers paid? Dish washers and waitresses in restaurants receive $13.50 a week with board or $1067 a year; cooks $65 a month with board or $1145 a year; general housemaids with no experience $35 a month with board and room or $929 a year; clerks $80 a month or $960 a year.

None of the above vocations require more than an eighth grade education and with the exception of clerks and waitresses even a third grade education might be sufficient. With the exception of the last two it is not even necessary to be able to speak the English language or to know how to read and write. Teachers are expected to have from four to sixteen years more training than those in unskilled vocations. Principals of schools in third class districts receive less than sheepherders and farm hands. Sixteen year old boys may leave school and receive more than their principals. Even county superintendents who have the administration and supervision of all village and rural schools receive less than day laborers, teamsters, truck drivers and miners.


SALARIES OF EDUCATORS AND UNSKILLED WORKERS
SEPTEMBER—1918
City and Village Teachers
$900
Rural Teachers
$680
Dish Washers
$1,067
Cooks
$1,145
House Maids
$929
Farm Hands
$1,200
Principals of Third Class Districts
$1,048
Sheep Herders
$1,200
Clerks
$960
Waitresses
$1,067
Day Laborers
$1,350
County Superintendents
$1,320
Teamsters
$1,500
Truck Drivers
$1,800

What incentive is there for young men and women to go into the teaching profession? Is it at all strange that there is a great shortage of teachers and that many young women have left the teaching profession for clerical positions? The commercial departments of the best high schools turn out stenographers, who, without further training, experience or examination can command $1200 to $1500 a year and are able to live at home.

The only solution to the problem of providing a sufficient number of trained teachers to supply every school is longer terms, a higher monthly salary, better living conditions and more facilities for training teachers. This is an emergency that must be met soon or the public schools of Montana are going to suffer even more in the future than they are suffering at the present time. With over 1800 new teachers needed in the state annually, the outlook is alarming unless immediate steps are taken for the solution of the problem.

Salary in Relation to Training and Sex

Data for 1917-18 on salaries of teachers in relation to training are available from only twenty-four counties, a sufficient number of counties representative of all parts of the state reporting, however, to indicate what the conditions are thruout the state.

It is a satisfaction to know that there is a material increase in salary for every year of training a teacher has had. Men who are graduates of colleges or universities were paid, on an average $259 a year more than men who are graduates of normal schools, while women graduates of colleges and universities were paid only $95 more annually than those who are graduates of normal schools. Men who have partial college or normal school training beyond high school received $354 less than men who are normal school graduates. Women with partial college or normal school training received $167 less than those who have completed their normal school course. Men with part high school training and some college or normal school training received $107 less than the men who completed high school before entering a higher institution. Women in this same group received $44 less than

women with part college or normal training beyond high school. Men who finished high school but have had no further training received $177 less than those who have had only partial high school training but have had some work in higher institutions. Women who are only high school graduates received $52 less than those who have taken some work in college or normal school without completing their high school course. Women who are only eighth grade graduates were paid only $28 less than those who have completed high school.

In comparing salaries of men and women it is to be expected that men who are graduates of universities and colleges should receive larger salaries than women, as they are usually holding more responsible positions. However, men who are normal school graduates, those who have had partial college or normal school training beyond high school, those who have had partial high school training with some college or normal work and those who are only high school graduates, are, as a rule, holding similar positions to women. Yet in 1917-18 the women who did the same kind of work received from $126 to $376 less a year than men. Only the women who had no training beyond high school received more ($43) than men in the same class.

In second class districts of the state men high school principals with from three to seven teachers in their corps averaged $1423 while women holding similar positions with four to eight teachers in their corps received on an average only $1168.75 annually. In third class districts the men principals of three-teacher schools received an average salary of $1026 while women principals of the same size schools were paid only $873. Manual training and home economic teachers probably have had about the same amount of training, teach about the same number of classes, about the same size classes and about the same length of period, yet the former received in 1917-18, on an average, $1316.92 while the latter were paid only $930.81.

In an investigation in New York State three years ago, 35 per cent of the women teachers and 75 per cent of the men reported that they had one or more persons depending upon them for support. There is no reason to believe that Montana teachers have any less burden, tho problems of women teachers in caring for dependents are not appreciated

by many in a new country like Montana, as teachers who have come from distant states usually do not bring with them those whom they are supporting. Those who are intimately acquainted with women teachers of a school system know that it is often the rule rather than the exception for them to have one or more persons depending upon them for support. If many of the 2020 teachers, or 47 per cent of the entire number, reported as receiving less than $700 annually, have such burdens, their problem of eking out so limited an income must be a very difficult one.

There was a vast difference in the salaries paid in different counties in 1917-18. Carter county with no railroad or little other corporation property paid 96 per cent of her teachers less than $700 annually, while Lewis and Clark county abounding in railroads, smelters, telephone lines, mines, etc. paid the same year only 2 per cent of her teachers less than $700 annually.

In a warning to the school trustees of California that the law of that state requiring that the same salary be paid women teachers as men teachers, if the work is the same kind and rank, will be enforced, Mr. W. C. Wood, State Superintendent-elect, says: The law on the subject is plain and clear. The time has passed for discriminating on the matter of salary on account of the sex of the worker. The cave men's dominance over women finds a modern counterpart in the policy of paying women less than men altho they may render equal service. Such a policy must go the way of the sable-toothed tiger and the cave man's club. The modern world must accord to woman position and pay commensurate with her service and her ability."

ADMINISTRATION

State Administration of Schools

It is evidenced by the school legislation of Montana for several years that successive legislatures have recognized their duties and responsibilities in promoting education within the state. Several of the progressive measures passed by the last two or three sessions of the legislature have had a far reaching influence in improving the public schools of the state. Among the most helpful laws have been those establishing teacher training departments in high schools, creat-

ing the office of deputy for county superintendents with a hundred or more teachers in third class districts, appropriating funds to meet the federal appropriations for work in vocational education, making provision for county wide tax for the support of high schools, appropriating funds for two rural school inspectors, making provision for the employment of county nurses and county librarians, directing that a survey of the feeble minded be taken, and requiring school house plans to be inspected and approved by the State Board of Health and State Department of Education.

Many of the duties of a just and equitable administration of schools have been entrusted to the State Department of Education, as the legislatures have recognized that it is more and more the duty of the state rather than of individual districts to see that all children receive an education in order that society may be protected from the menace of ignorance.

As new laws have been enacted new duties and responsibilities which were unknown only a short decade ago have been added to the State Department of Education. As breadth of vision widens, greater efficiency is expected of those in charge of the sacred trust of a just and equitable administration of schools. Such efficiency depends not only upon whether or not the state superintendent possess knowledge, judgment and courage, but also whether or not a sufficient number of assistants are given to help build up the school system of the state. That the office force of the State Department has in no way kept pace with the increase in the number of schools and the added duties of the state office will be seen from the following table:

Table 17.

	1909	1918
Number of counties	28	43
Number of districts	944	2,024
Number schools	1,140	3,075
Number teachers	2,040	5,781
Number of pupils	64,627	122,000
Administrative assistants	1	3
Clerical assistants	2	2

The above statistics, tho showing that the school system of the state has practically doubled in size in the past nine years, do not indicate the new responsibilities added to the state office. For example, in 1909 there were only 29 ac-

credited high schools in the state. Last year the State Board of Education thru the State Department inspected and accredited 156 high schools. Since 1913 hundreds of rural schools have been inspected annually and hundreds of community, teachers' and trustees' meeting have been held thruout the state by the State Department.

In 1917-18 seven teacher training departments in high schools were under the direct supervision of the State Department, and two conferences were held with training teachers. In 1917-18 numerous conferences were held with federal agents of the Smith-Hughes work in voca-

Are patrons interested in better rural schools? A forenoon gathering in Cascade county to discuss school improvements.

tional education, plans were drawn and state and federal funds apportioned by the State Department. In 1917-18, 192 school house plans were carefully passed upon by the State Department, a new duty added during the last biennium. In 1918 for the first time, a two weeks' professional course for county superintendents was conducted by the State Department with the cooperation of the Chancellor of the University of Montana and the faculty of the State Normal College. During the last year and a half a rural course of study, a city course of study and a bulletin on the training of rural teachers in high schools were prepared and distributed by the State Department. Many other responsibilities were necessarily neglected because of lack of assistance.

That Montana is behind many other states in the number of office assistants in the State Department will be seen from the following statistics which are typical of central, eastern and southern states:

Table 18.

State	Office force
Wisconsin	19 besides clerks and stenographers
Massachusetts	17 besides clerks and stenographers
Texas	16 besides clerks and stenographers
Minnesota	11 besides clerks and stenographers
Indiana	9 besides clerks and stenographers
Kansas	7 besides clerks and stenographers
Iowa	7 besides clerks and stenographers

The clerical force of state departments of eastern, central and southern states is also much larger than in Montana. For example, 9 clerical assistants are employed in the State Department of Education in Kentucky and 7 clerks and stenographers in Nebraska.

Tho most western states have fewer assistants such as supervisors, field workers, statisticians, business agents, etc. than the older states, a larger number of clerks and stenographers are usually allowed than in Montana. Idaho and New Mexico for example, tho much smaller states than Montana, have each twice as many clerks and stenographers in the state department .

The most pressing need is the addition to the office force of a high school supervisor. During the last biennium only the most meagre supervision has been given to the rapidly growing high schools and this has been done at the expense of the office work. It is preposterous to expect efficient supervision or even the most cursory inspection of high schools with no one delegated for that work. The office work has of necessity been slighted in order that the deputy superintendent might be in the field for inspection trips. Since high schools are sharing in county taxes in all counties in which levies for high school purposes are made, it becomes imperative that there should be careful accrediting of high school work. Now that the responsibility of the State Department has more than doubled in the past few years, it is absolutely essential that the deputy should be free to discharge the duties intended for that office. In several western and central states from two to five deputies are provided.

The following states are typical in their provision for high school supervision.

Table 19.

State	High School Supervisors
Ohio	8
Pennsylvania	4
Kansas	2
Missouri	2
Texas	2
North Dakota	1
Washington	1
Utah	1

Teachers' Retirement Fund

In accordance with the provisions of the law, teachers' retirement salaries will begin to be paid January 1, 1919, to teachers who have taught at least twenty-five years, the last fifteen years of which have been in the state of Montana. The exact number of teachers who desire to retire at this time is not yet known.

On November 30, 1918, the total amount of the retirement fund was $75,462.16. Of this amount $70,550 has been placed at interest.

COUNTY ADMINISTRATION

The Evolution of Duties of County Superintendents

Early in the history of the United States Congress set aside a certain amount of land in the Northwest Territory to maintain public schools. Later when states were carved out of that territory it was necessary to create an office that should handle the money received from the income of such land and apportion it to the various school districts of the county. As a result the county superintendency was created and the official holding that office was naturally elected by popular vote, the qualifications being the same as for other county officers. The position was at first entirely clerical and financial, but gradually new duties have been added until now the principal function of the county superintendent is the supervision of the schools of the county.

Tho there has been a marked change in the duties of the county superintendent, there has been no change in this state in the qualifications and method of election for that im-

portant position. It is a severe indictment upon our interest in education that Montana is the only one of seven northwestern states that has no requirements as to the qualifications of candidates for the county superintendency other than that they must be resident qualified voters of the county, while the teachers whom they supervise are not allowed to teach in the most remote and smallest school in the county without submitting proof of some educational and professional qualifications. In most counties either the wisdom of the voters or a kind providence who watches over children has seen to it that the best people available at the salary offered have been elected to this most important educational position in the county. However, it occasionally has happened that the successful candidate has not even finished high school or has had no teaching experience. A few county superintendents, therefore, at the end of their administration have accomplished practically nothing for their teaching force. Only by an amendment to the state constitution can educational qualifications be required for this important office or can it be taken out of politics.

There are very hopeful indications that there is among patrons a growing appreciation of the importance of the county superintendency. The devotion and enthusiasm shown by most of the county superintendents of the state have not passed unnoticed, particularly during the last year and a half when so much of the war propaganda and raising of funds for war relief were carried on thru the county superintendents. As a result of this growing appreciation there were only twelve changes in county superintendents this year in comparison with twenty-five changes in 1916. In several cases county superintendents, after being prevailed upon by county commissioners and the most progressive patrons who are deeply concerned in the future of their schools, consented to be candidates for another term at a financial sacrifice.

The improvement of county superintendents in service is an exceedingly important part of the work of the State Department of Education. Last year, for the first time, a two weeks' school for county superintendents which was attended by thirty-seven of the forty-three county superintendents and three deputies was held at the State Normal College.

At that time courses in supervision, educational measurements, the application of the course of study and rural school administration were given. In the early spring of 1919 there will be a similar professional school held at one of the state institutions. It is hoped at that time thru the cooperation of the Chancellor and the president of the institution at which the school is held, to secure the best instructors in the country to give courses in supervision, educational measurements, etc.

Growth in Administrative and Supervisory Problems of County Superintendents

The increase in enrollment, but particularly the increase in the number of schools, is not being met by proportionate provision for supervision. Every new school in a county means added work for the county superintendent, while office help has in no way kept pace with the added duties of that office. Tho the law now authorizes a county superintendent with fifty or more rural teachers to appoint a clerk and in counties in which there are one hundred or more rural teachers the county commissioners may appoint a deputy for the county superintendent, yet there are several counties in which such provision is badly needed where county commissioners have refused to allow salaries of clerks or deputies.

The law of Montana does not define a rural school tho it is understood thruout the United States that a rural community is one with 2500 population or less. The Census Bureau and the Bureau of Education make 2500 population the distinction between rural and urban communities. As practically no schools in villages of Montana of less than 2500 population employ superintendents who devote all or even most of their time to supervision and as nearly all county superintendents visit their village schools as much as their smaller rural schools, there is no reason why a rural school in Montana should be interpreted by county commissioners or others to mean something different from the interpretation used by the Federal Government. In Fergus county, the county superintendent's deputy was employed mainly for the purpose of supervising the small village schools, a very commendable reason.

In spite of the much greater number of visits made last year than seven years ago, there were many schools in the majority of counties that were not visited at all last year. In 1916-17, campaign year, when twenty-five new county superintendents of the total of forty-three took office, the record was even much poorer. In one county only 7 per cent of the schools, in another 17 per cent and in a third 25 per cent of the schools were visited during that year, the lowest records, of course being in counties in which there was a change in county superintendents. This is only one illustration of how schools suffer from keeping the county superintendency a political position.

It goes without saying that rural schools need more supervision and better supervision than city schools where there are better paid teachers, less complex work, longer tenure of position, better equipment, and better organized systems, yet the country school at best in the majority of counties receives only about a two-hour visit a year from the county superintendent. Oregon, Utah, Maryland, New Jersey, New York, Vermont, Massachusetts, Maine and several other states are beginning to remedy such conditions by making supervisory districts smaller (two to four townships) or by having rural supervisors in every county. Fergus county, for example, with 319 rural teachers, Dawson county with 237 rural teachers and Sheridan county with 261 rural teachers each need several supervisors. Correspondence, circular letters to trustees and teachers, reports, office visits, community meetings, teachers' and trustees' meetings, etc., have increased in proportion to the number of teachers. To all this has been added this last year war work which was started thru the public schools, but which has added at least a third to the duties of county superintendents.

With the exception of four counties, the office hours of county superintendents for the year round ranges from seven to nine and a half hours per day when they are not visiting schools. In counties in which there are only a very few rural schools, such as Silver Bow and Deer Lodge, there is no necessity for long hours, so four and five hours a day are sufficient. Only a few years ago it was customary to keep the office of the county superintendent open only about two days in the week—all that is required by law. With the in-

crease in vision, the number of schools and new duties, no county superintendent except those in three or four of the smallest counties can possibly do efficient work with less than a seven or eight hour day the year round.

In counties in which deputies have been employed much more attention than heretofore has been given to the ever growing problems of supervision. For instance, in Dawson county in 1910, 73 visits were made and in 1917-18, 228 visits. In Chouteau county in 1910 there were 93 teachers and 55 visits were made. Last year there were 197 teachers in that county and 130 teachers were visited by the county superintendent and 100 by her deputy whose services unfortunately were discontinued. The visit of the county superintendent in many counties is coming to mean more than a call of inspection. County superintendents see an opportunity to render help to the inexperienced teacher, to suggest methods for improving instruction wherever help is needed, and to lend assistance in securing needed supplies, improving attendance and encouraging neighborhood interest.

Few people who are not intimately acquainted with the work of county superintendents of Montana, realize the complexity of their problems, the fatiguing trips which they must take and the hardships which they must undergo. Altho about half of the county superintendents drive their own cars, there are many schools in the majority of counties that can be reached only by team, horseback or on foot. One county superintendent drove a team from five o'clock one morning until three o'clock the next morning in order to visit one school for an hour and a half. Another county superintendent rode horseback seventy-five miles to visit three schools all in one district. Another county superintendent was obliged to walk twelve miles each way and wade two streams in order to visit one school. That they may economize time and traveling expenses several county superintendents take three or four weeks' trips to visit groups of schools in remote localities. In a few counties winter trips necessitate traveling some distance on snow shoes.

Salaries of County Superintendents

The average salary of county superintendents in Montana is $1351.16 which is $25 less than the average for the United States. This amount is deplorably low for a position

which should require the highest order of leadership and professional training.

The salaries of county superintendents are fixed in accordance with classes of counties as are the salaries of other county offices. Thus Silver Bow county with only seventeen rural teachers, the second lowest in Montana, pays its county superintendent $2000, while Fergus county with 319 rural teachers to supervise pay $1500. Carbon county with 140 teachers to supervise pays $1200.

The average salary of superintendents and principals in the county seats in Montana was $2282.67 in 1917-18 which was 59 per cent higher than that of county superintendents. Since 1914, the salary of county superintendents has not been changed while that of these city and village superintendents has increased on an average of 26 per cent. In a bulletin published by the Bureau of Education in 1917 is this statement, "The greatest actual difference between the average city superintendent's salary and the average rural (county) superintendent's salary is in Montana."

Tho efficiency must always remain the quality of greatest worth in supervision, the most equitable basis for judging a superintendent's salary is that in relation to the number of teachers to be supervised. The superintendents of urban districts of the state were paid on an average $138.51 for every teacher supervised in 1917-18, while county superintendents were paid on an average $13.27 for every teacher supervised. In one county the city superintendent received a salary of $266.66 for each of the nine teachers he supervised, all in one building, while the county superintendent received $9.61 for each of 181 teachers whom she supervised scattered over a territory nearly as large as Connecticut. As salaries of city superintendents in two-thirds of the counties have increased on an average of $280 since last year, there would be an even greater divergence between salaries of city and county superintendents if statistics for 1918-19 were taken.

It is interesting to know that only one hundred city superintendents in the United States supervise as many teachers as do the county superintendents of Fergus and Sheridan counties. All but five county superintedents have supervision of territories larger than Rhode Island and six county superintendents have counties to travel that are larger than Delaware and Rhode Island together.

Table 20.

Comparison of Salaries of City and County Superintendents

1914-1918

County	City Superintendent			County Superintendent		
	Salary 1918	Per cent of increase since 1914	Salary in relation to number of teachers 1918	Salary 1918	Per cent of increase since 1914	Salary in relation to number of teachers 1918
Beaverhead	$3240	62	$190.53	$1500	0	$31.25
Big Horn	1600	45	66.66	1200	0	27.91
Blaine	1600	0	114 28	1200	0	14.81
Broadwater	1600	10	200.00	1200	0	29.27
Carbon	2200	0	70.92	1200	0	17.14
Carter	1125	....	187.50	1200	0	18.46
Cascade	4200	20	27.81	1500	0	12.09
Chouteau	2400	45	266 66	1500	0	9.61
Custer	3200	113	84.21	1500	0	10.42
Dawson	2700	12	128.57	1500	0	6.46
Deer Lodge	3380	25	60.35	1500	0	115.38
Fallon	1200	....	120.00	1200	0	18.46
Fergus	3000	16	66.66	1500	0	5.59
Flathead	2500	0	83.33	1500	0	18.98
Gallatin	3000	16	74.36	1500	0	20.00
Granite	1560	4	195.00	1200	0	46.15
Hill	2500	25	78.12	1500	0	.....
Jefferson	1800	9	225.00	1200	0	33.33
Lewis and Clark	4250	11	47.75	1500	0	24.59
Lincoln	2100	31	161.53	1200	0	21.05
Madison	1500	7	187.50	1200	0	16.65
Meagher	1500	7	187.50	1500	0	55.55
Mineral	1800	100	360.00	1200	0	80.00
Missoula	3000	3	44.11	1500	0	32.60
Musselshell	2250	50	107.14	1500	0	10.71
Park	2800	16	87.50	1500	0	24.61
Phillips	1700	17	188.88	1200	0	12.50
Powell	2000	40	111.10	1200	0	41.37
Prairie	2100	56	123.52	1200	0	19.67
Ravalli	2200	0	100.00	1200	0	14.81
Richland	1800	90	94.73	1200	0	10.16
Rosebud	2100	16	131.25	1500	0	13.30
Sanders	1750	41	287.28	1200	0	20.33
Sheridan	1500	....	166.66	1500	0	7.42
Silver Bow	4500	12	18.89	2000	0	142.85
Stillwater	1800	2	120.00	1200	0	16.00
Sweet Grass	1700	6	242.85	1200	0	23.53
Teton	1500	0	166.66	1500	0	14.15
Toole	1500	42	214.28	1200	0	17.14
Valley	2600	44	49.05	1200	0	11.65
Wheatland	2200	39	146.66	1200	0	40.00
Wibaux	2000	33	333.33	1200	0	25.00
Yellowstone	3200	3	38.09	1500	0	14.15
Average	$2282.67	26	$138.51	$1351.15	0	$13.27

Table 21.

Comparison of Increase in Number of Teachers Under City and County Superintendents

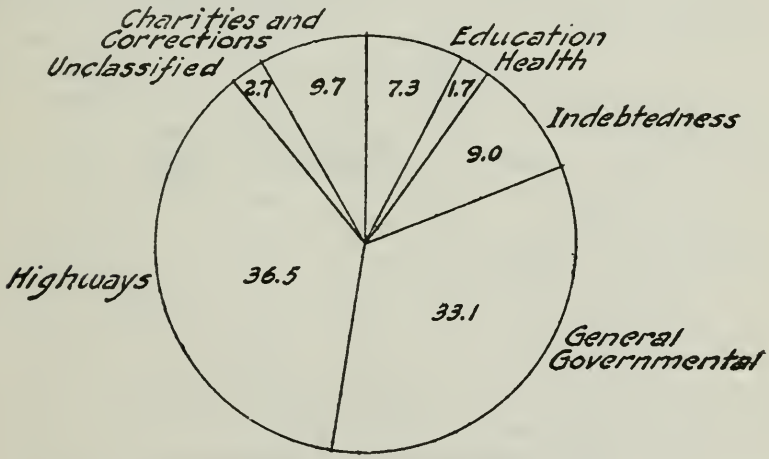
County	Number City Teachers		Number Rural Teachers		Comparative Increase	
	1914	1918	1914	1918	City	Rural
Beaverhead	15	17	35	48	2	13
Big Horn	10	29	13	43	19	30
Blaine	14	17	62	92	3	30
Broadwater	6	9	28	34	3	6
Carbon	30	31	76	106	1	30
Carter	0	13	.....	71	†.....	†.....
Cascade	110	154	131	151	44	20
Chouteau	7	16	75	170	9	95
Custer	40	38	59	156	–2	97
Dawson	17	21	94	237	4	143
Deer Lodge	48	64	14	13	16	–1
Fallon	9	11	66	65	2	–1
Fergus	34	50	181	319	16	138
Flathead	33	30	103	136	–3	33
Gallatin	36	39	89	91	3	2
Granite	8	10	20	26	2	6
Hill	19	32	97	*.....	13	*.....
Jefferson	7	11	34	43	1	9
Lewis and Clark	76	88	54	61	12	7
Lincoln	14	19	33	59	5	26
Madison	7	9	88	84	2	–4
Meagher	7	9	44	25	2	–19
Mineral	.....	.....	14	27	.....	13
Missoula	64	69	72	106	5	34
Musselshell	15	26	30	155	11	125
Park	31	34	62	77	3	15
Phillips	9	13	.....	97	†.....	†.....
Powell	15	19	31	37	4	6
Prairie	8	18	.....	61	†.....	†.....
Ravalli	22	23	42	81	1	39
Richland	6	21	65	126	15	61
Rosebud	23	26	69	142	3	73
Sanders	8	11	49	59	3	10
Sheridan	18	24	138	261	6	123
Silver Bow	238	293	13	17	45	4
Stillwater	9	16	52	84	7	32
Sweet Grass	8	8	32	53	0	21
Teton	10	13	76	106	3	45
Toole	5	10	58	70	5	12
Valley	43	57	92	103	14	11
Wheatland	10	15	.....	45	†....	†...
Wibaux	10	17	31	55	7	24
Yellowstone	74	107	90	151	33	61
	1173	1537	2412	3945	364	1361

*Statistics not available.
†Created since 1914.

The above comparisons are made with the largest city system of each county. County high school teachers and teachers in a few second largest towns in certain counties are omitted from totals.

How County Funds are Expended

What proportion of the county funds is spent for education and other purposes? In the State Examiner's Report (1917) payments for each county and for all counties taken together are classified by purpose. From this it is possible to compute ratios for the various items. Excluding refunds, nominal payments, and trust agency payments, the accompanying figure showing proportions was drawn. The item, education, included the expenses for county superintendent and county high school. It shows that the great expenditure of public money is not on education, but on highways and general governmental affairs, which together receive more than two-thirds of the county funds. It dispels any possible fear on the part of some tax payers that education is already costing too much.

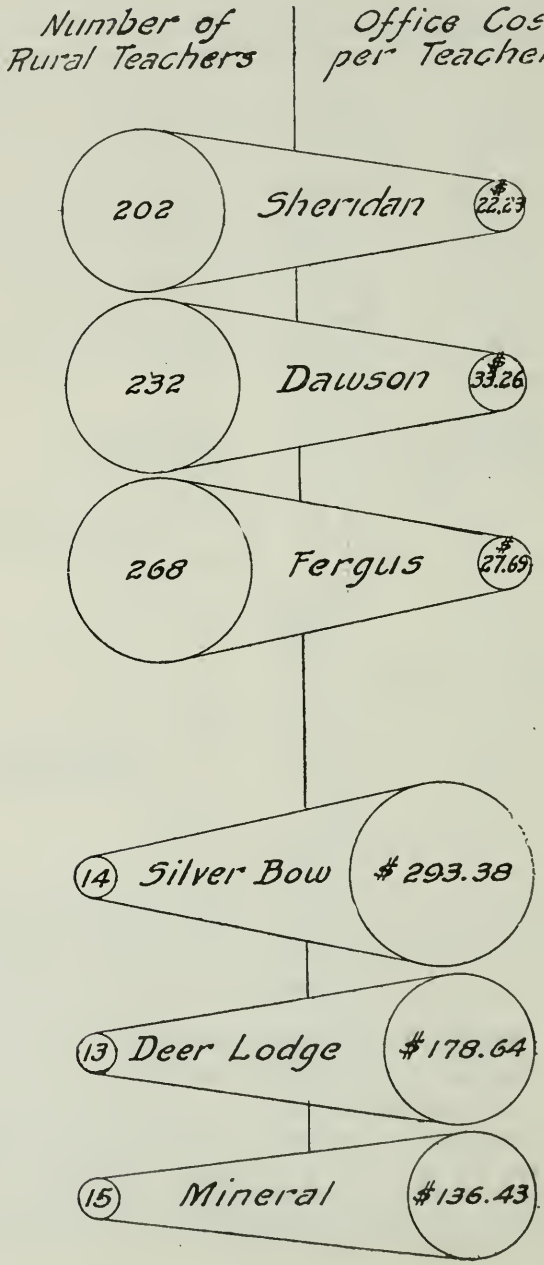


Comparison of County Money Spent for Education (County Superintendent's Office and County High School) and Other Items.

County Administration and Supervision of Schools

There is a great variation in money expended to support the county superintendent's office in proportion to the number of rural teachers in various counties. One has only to examine Table 22 and the accompanying diagram to note how much it has taken in some counties to support the office of county superintendent and how little in others, in comparison with the rural teaching population.

COUNTY SCHOOL ADMINISTRATION



If Fergus county, for example, expended as much money for the superintendent's office as Mineral, in proportion to the number of teachers, it would take $36,963.24 in place of $7,420.74. If Dawson expended in the same ratio as Silver Bow, it would take $68,064.16 in place of $7,716.04. To secure adequate supervision there is no doubt that the office of county superintendent in most counties should be better supported in a financial way. The largest item of additional expense should come with the employment of deputies or visiting teachers and an increase in traveling expenses. If schools could be visited by supervisory teachers once every month we might well expect such increase in the efficiency of instruction as is now possible in counties with few teachers and in city schools. With constant and frequent visits from the county superintendent's office there should result better teaching, better organization of classes, more and better selected school supplies and equipment, and a finer school and community spirit and cooperation.

What do men in successful business organizations think of supervision? In a department store there is a supervisor for every comparatively small group of clerks. In a hospital, in a telephone exchange, in a factory, in a machine shop, on road construction, and in many lines of industry there is a supervisor for every five to twenty workers. Close supervision is regarded by business men as indispensible. It is usual to find industrial workers in a compact group, any one of whom can be reached within a few seconds by the supervisor. "Teachers, on the contrary, are generally many miles apart; and yet it is ingenuously assumed that one person is sufficient to supervise efficiently one hundred teachers, and even more."

Table 22.

Office Cost Per Rural Teacher

(Based on Reports of County Clerks and Recorders, November 30, 1917.)

County	Office cost per teacher	Traveling expenses per teacher
Beaverhead	58.72	3.77
Big Horn	41.74	3.45
Blaine	40.94	6.01
Broadwater	39.28	3.51
Carbon	60.63	6.82
Carter	21.98	4.76
Cascade	37.79	1.77
Chouteau	27.12	3.55
Custer	29.84	4.03
Dawson	33.26	2.87
Deer Lodge	178.64	3.11
Fallon	50.34	8.25
Fergus	27.69	5.60
Flathead	49.97	3.70 *
Gallatin	53 84	518
Granite	66.58	4.07
Hill	.....	.....
Jefferson	59.94	8.93
Lewis and Clark	47.61	4.62
Lincoln	39.92	6.37
Madison	44.95	5.84
Meagher	94.53	9.80
Mineral	136.43	18.13
Missoula	51.80	5.63
Musselshell	27.05	6.42
Park	47.89	3.42
Phillips	43.65	7.26
Powell	69.34	9.94
Prairie	38.40	3.56
Ravalli	26.58	3.29
Richland	39.55	11.69
Rosebud	29.83	2.51
Sanders	43.29	8.26
Sheridan	22.23	3.34
Silver Bow	293.38	42.33
Stillwater	29.02	2.05
Sweet Grass	33.07	3.91
Teton	36.47	3.60
Toole	36.00	5.74
Valley	31.35	6.50
Wheatland	42.84	3.34
Wibaux	39.12	5.06
Yellowstone	31.60	1.62

*1916.

County Administration and Financial Support
(Comparative Statistics.)

It is instructive to compare the expenditures for various county offices and for various public purposes. Does it cost as much to direct and control the county educational affairs as other affairs connected with the county government? That county money is expended not as much for the administration of county schools as for other things is evident from the accompanying table of comparative statistics.

Table 23.

Comparative Expenditures of County Money.

The amount expended for various county offices and purposes for every dollar expended for the county superintendent's office. (Data computed from reports of Clerks and Recorders, Nov. 30, 1917.)

		Avge. for State	Three Highest Counties			Three Lowest Counties		
Courts	$$$$$+	$5.11	$29.41	$9.85	$8.99	$1.32	$1.81	$1.57
Care of Prisoners (Includes sheriff)	$$$$$+	5.05	23.75	13.03	9.18	2.15	2.30	2.32
Sheriff	$$$$—	3.53	11.80	6.52	4.95	1.58	1.86	2.05
The Poor	$$$+	3.39	28.39	7.43	6 89	.37	.42	.46
Clerk & Recorder	$$$—	2.90	6.68	5.02	4.53	1.73	1.76	1.84
Assessor	$$+	2.24	5.68	3.82	3 34	.73	1.23	1.27
Treasurer	$$	2.00	4.78	3.69	3.57	1.05	1.14	1.23
Commissioners	$+	1.13	2.74	2.74	2.54	.19	.44	.65
County Attorney	$+	1.11	4.08	2.84	2.48	.41	.44	.46
County Superintendents	$	1.00	1.00	1.00	1.00	1.00	1.00	1.00

The sheriff's office costs on an average three and one-half times as much as that of the county superintendent; the clerk and recorder's office nearly three times as much, and the assessor's and the treasurer's twice as much. With the single exception of the assessor's office in one county all these offices receive more, and much more than the county superintendent's. In place of taking much less, should it not take much more money to administer the educational affairs of a county wisely and efficiently than it takes to assess taxes and keep records? Should it not cost more to direct the education of our children than it costs to try cases, care for prisoners or look after the poor? Education must be accorded its rightful place in county affairs, if, in time, we are to pay less for courts and prisons. Adequate financial sup-

port of county educational administration is essential to the future of the state. Enuf money should be expended on the county superintendent's office to make it an effective force in the progress of the school as well as commensurate with other offices.

It is only a step further in this investigation to discover that the county superintendent's traveling expenses are not equal to those of other county officials who have traveling to do, except the surveyor. The accompanying table shows what a large amount of money it takes to arrest and care for those who violate our laws in comparison with what it takes to visit county schools. Should it not cost as much to supervise the rural schools thru frequent visits by the county superintendent or her deputies as it costs to adjust the peoples taxes and inspect their roads? Until it does cost not only as much, but much more, we cannot hope for that supervision of schools which makes them efficient.

Table 24.

Comparison of Traveling Expenses of County Officers.
(Report of County Clerks and Recorders—1917.)

		Average for State	Three Highest Counties		
Sheriff	$$$$$$$	$7.45	$19.02	$16.67	$15.38
Assessor	$$	1.90	9.01	5.76	5.35
Commissioners	$$	1.61	5.56	4.78	4.18
Surveyor	$	1.00	4.76	4.75	3.55
County Superintendent	$	1.00	1.00	1.00	1.00

City schools are well supervised. All cities of any size have their superintendents and principals with many free periods to use in visiting classrooms weekly. Besides city teachers usually have the experience and professional training which make supervision less necessary than in the country. Rural teachers with little experience and inadequate preparation require far more expert supervision than do city teachers. More than one half of our boys and girls live in the country, and their claims for protection from poor, inefficient teaching are just. Their instruction ought to be as much controlled, directed and supervised as is that of boys and girls in cities. Under the present plan most of the county superintendents can get to each of their schools but once a year. This cannot even be called adequate inspection, to say nothing of supervision. The solution of this problem

of making rural school supervision adequate and efficient rests largely upon the amount of help and financial support that are given the office of county superintendent.

New Features in County Administration

As a result of bills passed by the 1915 and 1917 sessions of the Montana legislature two very progressive measures have been adopted in several counties of the state which are already showing marked results in the schools and communities of those counties.

The county commissioners of the following counties established libraries and employed librarians:

Chouteau County Library	18 branches
Big Horn County Library	
Missoula County Library	13 branches
Phillips County Library	2 branches
Blaine County Library	

Under the Child Welfare law, school and county nurses may be regularly employed for enforcing health regulations, carrying on campaigns of public health education, and taking all possible steps for the better protection of the health of the children of the state. County Commissioners of Silver Bow and Musselshell counties have employed nurses for their counties. The serious conditions due to the influenza epidemic this fall have so aroused people in other counties to the need of county nurses that it is probable several more will be regularly employed before the year is over.

CITY SCHOOL SYSTEMS

The 1910 census classifies fourteen places in Montana as cities (population 2500 or over). The 1917 estimate gives twenty. Statistics from only eighteen of these are available.

Thruout this report city, village and rural schools are touched on under the various headings. By segregating the data from annual reports there are a few items pertaining to city school systems that should receive special notice.

These statistics are particularly interesting in comparing the proportion of children listed in the census who were enrolled in school. To some extent such date reveals the "hold-

ing power" of the school. Schools in which retardation runs high due to physical defects, lax enforcement of compulsory education laws, curricula and methods that do not appeal to children and vocational courses not stressed in high schools, it is expected that the proportion of children listed in the census who are enrolled in school would run low. There are, however, several uncontrollable conditions that enter in to raise or lower the percentages. A few cities, for example, increase so rapidly in population this last year that there were actually more children enrolled in school than there

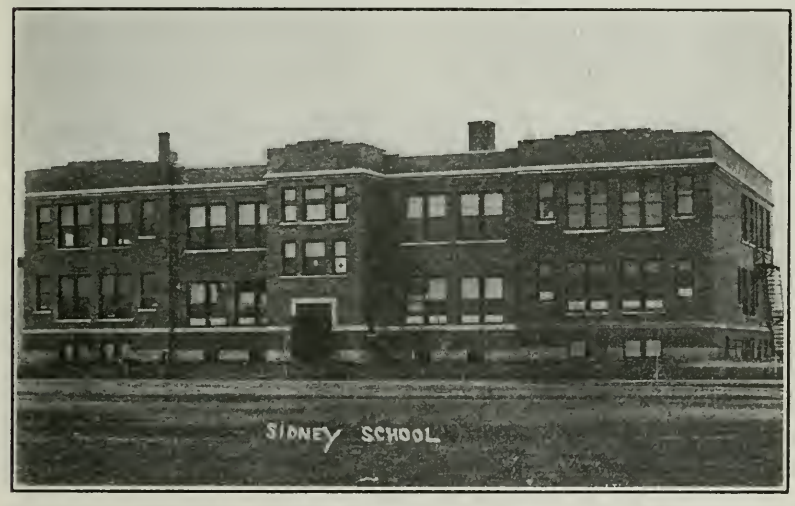
Highland Park School, Lewistown.

were on the census list. Thus Billings and Roundup had more children enrolled in school than on their census lists. In other places, there may have been a sudden decrease thus making the school population unusually small last year. In cities containing county high schools, it is to be expected that the proportion of children on the census list who are enrolled in the city elementary school would be somewhat less than in cities maintaining their own high schools. In eighteen of the largest towns of the state the percentage of children on the census list enrolled in school was as follows:

Table 25.

Anaconda	45%	Hamilton	88%
Billings	102	Helena	66
Bozeman	52	Kalispell	72
Butte	63	Lewistown	53
Deer Lodge	59	Livingston	60
Dillon	62	Miles City	50
Glendive	89	Missoula	59
Glasgow	95	Red Lodge	68
Great Falls	81	Roundup	124

The number of days actually taught averaged in the above eighteen cities 176.5 days, which was 7.7 days longer than the average for the state as a whole. Anaconda, Bozeman, Great Falls, Helena, Kalispell, Lewistown, Miles City,



New School at Sidney.

Missoula and Red Lodge were the only cities that maintained school for 180 days or over. Several states had a higher average in 1914 than any Montana cities in 1918, except Miles City (187 days).

Great good was done last year in the health work of several city school systems. One of the most progressive measures undertaken by our city school systems in several years has been the employment of school nurses. Last year these nurses worked with the school children of Anaconda, Billings, Bozeman, Butte, Great Falls, Helena, Lewistown, Miles City and Roundup. It is hoped that many other city schools authorities will take advantage of the Child Welfare

law enacted by the 1917 session of the Montana legislature by employing one or more school nurses for carrying on public health campaigns.

There is a growing interest in the care of backward children enrolled in our schools, children who are behind their normal grades because of illness or mental defects. In tests that have been made in hundreds of school systems thruout the country it has been found that on an average 2 children out of every 100 are mentally defective. Only high grade defectives should be in our public schools as others need institutional care. Much can be done for children who are

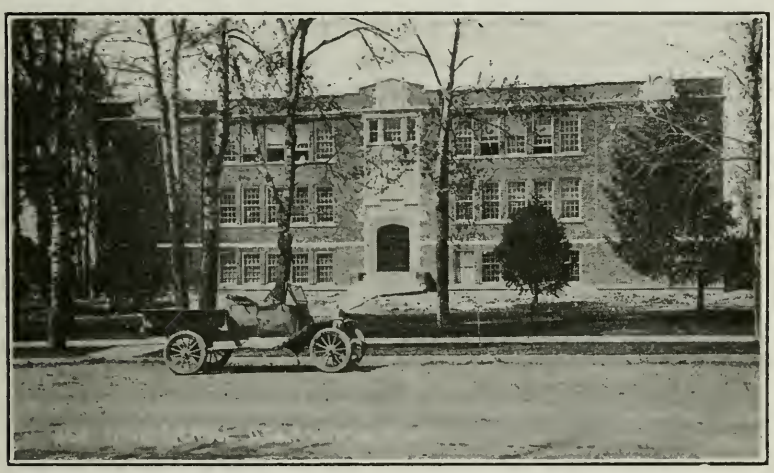
New school at Bridger. What a small town that is interested in education can do.

only slightly below the average normally if placed in separate classes under teachers who are specially trained to teach such children. As every school system of any size has a sufficient number of retarded children to warrant the employment of a special teacher, such classes should be formed in every city school system. Helena, Anaconda, Missoula, Dillon, Butte and Lewistown have for some time maintained such classes. These are usually designated as "opportunity classes" or "ungraded rooms." A child study expert for the state is greatly needed to assist superintendents and teachers to detect and classify various types of exceptional children who cannot receive proper attention in regular classes with normal children, as is clearly demonstrated by the findings of the Survey of the Feeble Minded in the state.

The city school systems of the state on the whole make an excellent showing in regard to the training of their teachers, as is indicated on page 29. A large number of city school thru intelligent general management, careful selection of teachers, provision for special types of work to meet the needs of the various communities and close supervision are offering school advantages of a high order .

High Schools

High school education Funds in Montana received its first strong impetus in 1899 when the State legislature made pro-



New Powell County High School.

vision for county high schools. Previous to that time there had been but a few strong high schools in the larger and wealthier cities of the state. The larger towns in every county, tho weak financially, were giving high school advantages to the children of many residents of rural parts of the county, without compensation for so doing. The county high school tax solved the problem of financial support of an institution for which both the town and the county were making a just demand. High school work was thus strengthened in towns which otherwise would have had a serious struggle even to this time and boys and girls from both the town and country were enabled to attend a school worthy of being called a high school.

The legislative session of 1915 made provision for the sharing of the county high school tax with the other towns of

each county doing accredited high school work, the basis of distribution being the average daily attendance in each high school. This plan of division of funds operated so favorably toward building up better high schools in the smaller towns of counties having county high schools that at the session of the legislature in 1917 a law was passed providing that a county wide tax might be levied for high school purposes in counties not having county high schools, the same to be divided among the various high schools of the county doing accredited high school work, the division of funds being based upon aggregate daily attendance of accredited high school classes.

Both of these laws have their strong and their weak points. In spite of their weaknesses both have operated greatly to encourage and strengthen the high school work of the state. Both can easily be amended so as to eliminate the features which have proved objectionable in certain counties.

In counties having county high schools the apportionment on the basis of average daily attendance has put a premium upon shortening the school year, as every day school continues in the spring after a number of boys and girls have had to leave school for work, greatly lowers the average daily attendance. This average would be higher for the year if school should close the first of May or earlier before children leave school for work. Both the large and the small school are affected in the same way.

It has been proposed by school authorities most interested that a more just basis for distribution of funds is upon the aggregate daily attendance, which is the method used in the counties not having county high schools. That method encourages a long term of school and stimulates teachers to secure as nearly perfect attendance of pupils as possible.

In counties not having county high schools and in which counties all the high schools have approximately the same enrollment, the law has operated well. However, in such counties as Cascade, Lewis and Clark and Yellowstone where there is one large high school and also several much smaller ones, the cities have had the lion's share of the taxes, while the villages have received help quite insufficient to meet their needs for high school work.

The expense of conducting a small high school with only two or three teachers is far greater in proportion than is the expense of a large city system of ten, fifteen or twenty teachers. The very schools which this law was designed to help most are not sharing in the county wide tax to the extent the framers of the law expected.

If the first distribution of county funds for high school purposes were made upon a per teacher basis, which is the largest element of expense in connection with every school, and the final distribution were made upon the basis of aggregate daily attendance, there would be far greater fairness to all. Such amendments should greatly improve laws which have already operated to assist materially the young and struggling high schools. These institutions are furnishing good educational opportunities to hundreds of boys and girls who could never have the opportunity to enter our larger high schools.

Table 26.

Accrediting of High Schools

During the school year 1916-7

73 schools were accredited for 4 years of high school work.
10 schools for three years.
38 schools for two years
20 schools for one year.

During the school year 1917-18

84 schools were accredited for four years.
22 schools for three years.
33 schools for two years.
17 schools for one year.

Twenty-nine schools were refused accrediting or not granted the number of years applied for in 1917-18, due to the failure to meet the requirements of the State Board of Education in regard to organization of work, training or certification of teachers, equipment, length of recitations, length of term, suitable building, etc.

ATTENDANCE

Table 27.

Enrollment by Counties in Public High Schools

	1916-17	1917-18
Beaverhead	144	149
Big Horn	53	46
Blaine	101	114
Broadwater	82	82
Carbon	320	349
Carter	13	18
Cascade	836	903
Chouteau	128	170
Custer	286	276
Dawson	161	230
Deer Lodge	348	362
Fallon	51	166
Fergus	551	703
Flathead	783	948
Gallatin	598	631
Granite	95	94
Hill	268	285
Jefferson	109	131
Lewis and Clark	495	447
Lincoln	129	179
Madison	75	120
Meagher	22	28
Mineral	35	46
Missoula	646	709
Musselshell	163	167
Park	280	302
Phillips	43	69
Powell	75	113
Prairie	38	57
Ravalli	360	335
Richland	99	156
Rosebud	156	192
Sanders	98	108
Sheridan	181	251
Silver Bow	1002	1137
Stillwater	88	140
Sweet Grass	116	127
Teton	193	228
Toole	27	24
Valley	119	134
Wheatland	84	94
Wibaux	42	55
Yellowstone	729	785

Table 28.

Proportion of Entire School Enrollment Who Were in High Schools in 1916-1917

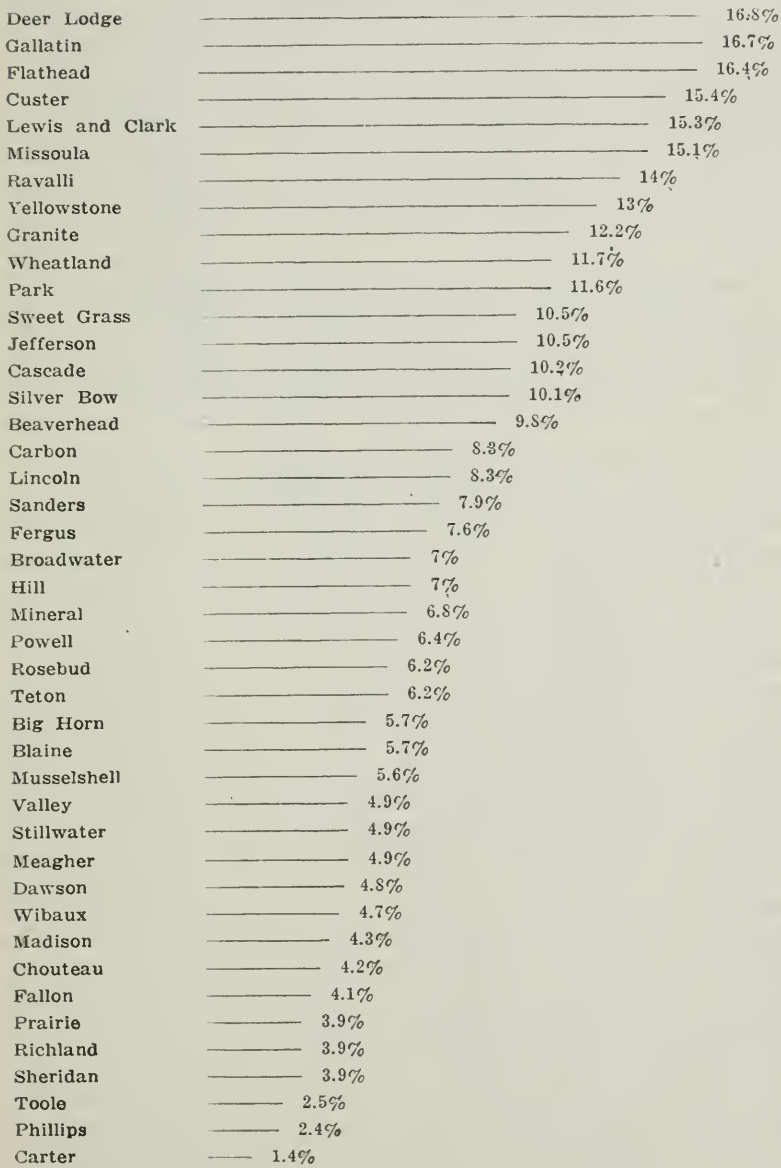


Table 29.

Proportion of Entire School Enrollment Who Were in High Schools in 1917-1918

Gallatin	17.3%
Deer Lodge	17.2%
Flathead	17%
Missoula	15.4
Lewis and Clark	13.8%
Granite	13%
Ravalli	12.9%
Park	12.9%
Madison	12.8%
Jefferson	11.7%
Silver Bow	11.5%
Yellowstone	11.3%
Sweet Grass	11.1%
Cascade	11.1%
Lincoln	10.8%
Beaverhead	9.4%
Powell	9.2%
Mineral	8.9%
Carbon	8.8%
Fergus	8.6%
Sanders	8.3%
Custer	8.1%
Wheatland	8%
Stillwater	7.7%
Broadwater	7.1%
Rosebud	6.6%
Teton	6.3%
Dawson	6%
Blaine	5.8%
Meagher	5.6%
Wibaux	5.5%
Richland	5.4%
Prairie	5.2%
Musselshell	5.2%
Chouteau	5.1%
Valley	4.7%
Sheridan	4.7%
Fallon	4.7%
Big Horn	4.2%
Phillips	3.2%
Toole	2%
Carter	1.6%
Hill	Data not available

Elimination of Pupils from High School.

Tables 30 A and B, have been prepared from the annual reports of 51 four year high school of 1916-17 and 59 four year high schools of 1917-18 and quite clearly show the retaining power and eliminations of high school students from the first year to the fourth.

The class of 1917 began in 1913-14 with an enrollment of 2231, had in its four year 1147 and graduated 1026. Counting the first year enrollment as 100 per cent, then the second year is 76.2 per cent; third year, 63 per cent; fourth year, 51.4 per cent and graduates 45.9 per cent of the enrollment of the first year.

The class of 1918 began in 1914-15 with an enrollment of 2788, had 1259 in its fourth year and graduated 1132. Counting the first year at 100 per cent the second is 76.7 per cent; the third 54.3 per cent; the fourth year, 45.1 per cent, and graduates 40.6 per cent of the enrollment of the first year.

The 1917 class shows a loss or or elimination of 23.8 per cent between the first and second year; of 37 per cent between the first and third year; of 48.6 per cent between the first and fourth years. It failed to graduate 54.1 per cent of its first enrollment. The greatest elimination between any two years is between the first and second.

The class of 1918 shows a loss or elimination of 23.3 per cent between the first and second year; of 45.7 per cent between the first and third year; of 54.9 per cent between the first and fourth year. It failed to graduate 59.4 per cent of its first enrollment. Again the greatest elimination is between the first and second years altho only a little less than one per cent more than between the second and third years.

These tables also show that the elimination of boys is greater than of the girls. The class of 1917 began with 970 boys and graduated 392, a loss of 578 boys or 59.5 per cent. There were 1261 girls in the first year and 634 graduates, a loss of 627 girls or 49.7 per cent, being nearly ten per cent less of a loss than from among the boys. Taking the class of 1918, the enrollment of boys the first year was 1248, upon graduation 383, a loss of 865, or 69.3 per cent. In the same class the enrollment of the girls was 1540 the first year,

upon graduation 749, a loss of 791 girls or 51.3 per cent, being 18 per cent less than the loss of boys.

Having seen the great elimination and how inadequately the high schools are meeting all the needs of the people, the next thing is to seek the cause and the remedy. Every high school principal knows the reasons generally given for leaving high school; economic on the part, both of the pupil and the parent, lack of interest, attraction to some other school, or the high school not offering and teaching what is particularly needed. See page 73 on junior high schools. It is not the intention to prescribe a remedy for all ills but to give two ways in which the elimination may be at least retarded, if not entirely met. In the first place the largest dropping out comes between the first and second years at the age of fifteen or sixteen, or the close of the compulsory school age. This age should be raised to 18 for at least part time schooling. It is being done in the other great democratic countries of the world, England and France. The pupil leaving school at sixteen is not well enuf grounded in American ideals of citizenship to make uniformly a well balanced, progressive citizen, capable of carrying forward the responsibilities which will devolve upon him as a citizen. If he gains his ideals from the trade or calling into which he falls he may or may not receive systematic grounding in a good system of American ideals.

The other cause of elimination is from the fact that the schools uniformly do not seek out the individual needs of its pupils and try to meet them either in more personal contact and real teaching of a pupil, or in helping him by personal touch and understanding to meet his difficulties and overcome them. This assistance is a professional duty of the teacher. Several of our high schools are working upon problems in vocational guidance. The results of their efforts will be of interest in the next report of this department.

Table 30-A.

History of the High School Class Graduating in 1917

Total of 51 Four-year High Schools

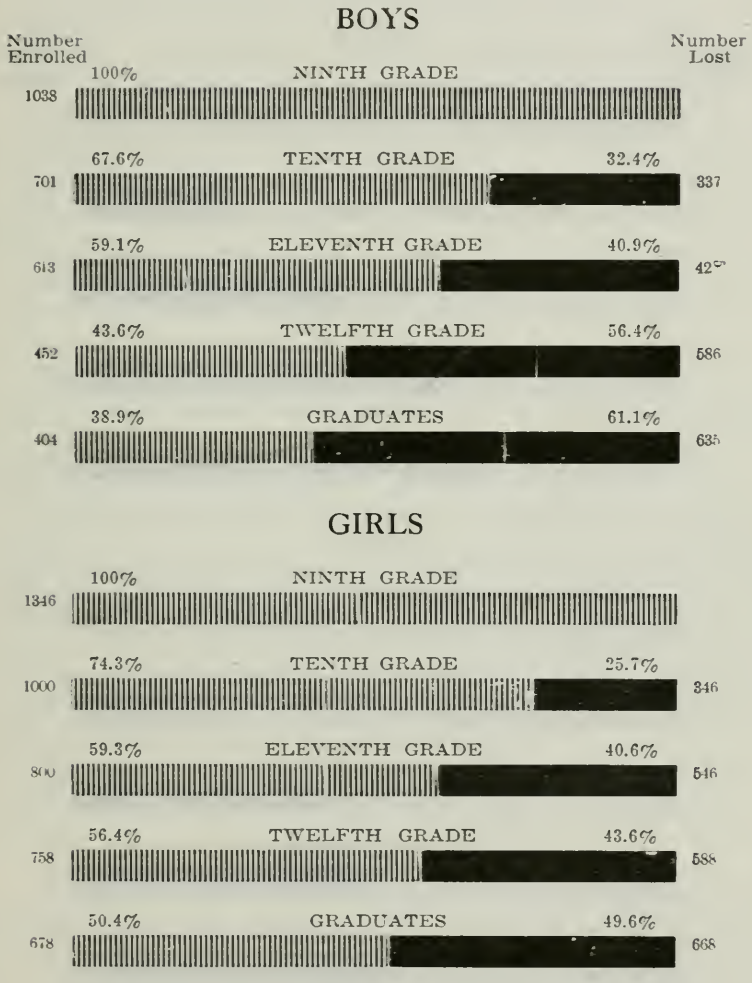


Table 30-B.

History of the High School Class Graduating in 1918

Total of 59 Four-year High Schools

Junior High Schools

It is now generally recognized that the most critical period in a child's life is during the adolescent stage, which begins at about twelve years of age when the normal child is entering the seventh grade. It is a period when individual differences become very marked. A distaste for school is evident from the statistics of this state which show a decided drop in enrollment at the end of the sixth grade. (See page 20). To attempt to teach all children, with such different aptitudes and interests, the same subjects is a grievous waste of pupils' time and people's money. A movement to bridge over this critical period and at the same time to make the transition easier from the elementary to the high school has been successfully worked out in hundreds of schools thruout the country. The chief characteristics of the movement, usually covering a period of three years from the seventh to the ninth grade inclusive, is a differentiation of work to meet the needs of the growing individual differences of children. Such an organization of grades and courses into a junior high school has resulted in an increased attendance and a larger percentage of pupils continuing thru the tenth, eleventh and twelfth years.

Several city school systems in Montana are working toward the junior high school by adopting the departmental plan of work, thus securing much more expert teaching. Thus far, however, little has been done to differentiate the courses offered to meet the needs of various types of children. Crowded school conditions in our rapidly growing cities have prevented in several cases the expansion of the junior high school movement which is so much needed.

Cost Accounting System

A careful study of the column cost per pupil in Table Nos. 43 and 44 will disclose a wide variation which is not to be accounted for in higher salaries and fewer pupils alone, but upon different systems of estimating the costs. The column is inserted not for its accuracy in comparison, but to draw attention to the fact that there is not a recognized system of cost accounting for schools in general use. In the

county high school lists the costs per pupil per year range in 1916-17 from $65.46 to $192; in 1917-18, from $88 to $235.

In the district high school tables No. 43 at last of report in 1916-17 from $62 to $139.75; in 1917-18 from $66.40 to $159.85.

A proper cost accounting system should include the following items: I. Instruction which should include salaries of teachers, or regular and special classes and supervisors.

II. Operation of plant, including janitors' and engineers' salaries, fuel, lighting, and janitors' supplies.

III. Books, supplies and incidentals.

IV. General administration including superintendents' salary and office expenses, expenses of board meetings, etc.

V. Proportionate share of cost of new buildings, of buildings in use, of depreciation of plant, and proportionate share in interest and sinking funds.

School garden at the Belt Valley High School.

Teacher Training Departments in High Schools

The 1917 session of the Montana legislature provided for the establishing of departments for the training of rural teachers in high schools of the state. Montana is one of twenty-two states that have taken this progressive step to help meet the growing emergency for trained teachers for the rural schools.

Those who have studied the conditions in Montana cannot doubt that there is a very great need for such departments. (See pp. 26, 27). Of 32 four-year high schools reporting, only 72 students of the 1918 graduating class went directly to teaching this fall and only 34 students went to higher institutions to prepare for the teaching profession. Over half of those who went to teaching had a year's preparation in the teaching training departments of the seven high schools which started the work last year. With 1800 new teachers needed in the state every year and about 35 per cent of the entire teaching force practically untrained for their work, it can readily be seen that the high school teacher training departments are greatly needed to help solve our growing problem of furnishing a sufficient number of trained teachers for our rural schools. This year there are 151 juniors and seniors enrolled in the teacher training courses of twelve of the thirteen high schools that are maintaining such departments. Flathead County High School alone has 35 juniors and seniors enrolled in that department and Park County High School reports 24 juniors and seniors. In Sidney 25 girls out of 77 enrolled in high school are either taking the teacher training courses or are shaping their work in the freshman and sophmore years with a view to enrolling for those courses for the last two years of high school.

A few people have felt that such departments should not be established in high schools until there were a sufficient number of graduates going into the teaching profession to seem to warrant such departments. No high school authorities have waited to establish commercial departments until a large number of graduates became stenographers and bookkeepers without preparation. When society needed stenographers and bookkeepers, commercial departments were organized and at once attracted high school pupils who were obliged to earn a living as soon as they completed their high

school courses. In the same way a teacher training department will not lack for students if such work is offered. Economic conditions thruout the country are such that no practical vocational courses will lack for students.

The teacher training departments as they are being worked out in Montana high schools are strictly vocational. All subjects taken in the junior and senior years are of a professional nature, the review of the common branches being only a small part of the course. All work from junior English to the nine weeks of rural practice teaching in the senior year have a direct bearing on teaching in rural schools.

The teachers in charge of training departments are women of exceptional ability and in most cases have had special preparation and experience in the training of teachers. At present the salaries for these positions range from $1000 to $1600, the majority of high schools paying $1400 and $1500.

For the purpose of a mutual understanding as to the aims and requirements of the courses, a day's conference of training teachers was held with the State Department of Public Instruction, November, 1917 and a four days' conference again in August, 1918. During the past summer a bulletin, "Teacher Training Work in the High Schools of Montana," was issued by the State Department of Public Instruction for the guidance of superintendents, high school principals, training teachers and other high school teachers who are assisting in teacher training work.

The present law allows reimbursement for teacher training work in only one high school in a county. In a few counties there are two or more four year high schools enrolling a sufficient number of students to warrant the organization of teacher training departments. The law should be amended to allow reimbursements for two high schools that are widely separated within a county.

Ten thousand dollars was available last year for reimbursements of half of the salaries of teachers doing training work. In 1917-18, the first year of the organization of such courses, the following reimbursements were made:

Table 31.

Dawson County High School	$ 600.00
Fergus County High School	1,046.67
Flathead County High School	871.42
Glasgow High School	620.00
Park County High School	809.71
Sidney High School	607.50
Teton County High School	613.33
Total	$5,168.63

Inasmuch as thirteen high schools are this year maintaining teacher training departments and several other high schools are planning such courses for next year, a larger appropriation than is now available will probably soon be necessary. The high schools of Belt, Glasgow, Sidney and Virginia City and Carbon, Custer, Dawson, Flathead, Fergus, Lincoln, Park, Teton and Wibaux county high schools have applied for reimbursement this year.

Vocational Education

The national movement for the encouragement of vocational education was recognized by an appropriation by the legislature in 1917 to meet the provisions of the Smith-Hughes act. The work was well started in a number of high schools in 1917-18 and is being organized in several other high schools this year. More and more clearly we are seeing the advisibility of sending boys and girls from our high schools prepared if need be to earn a living. There are always a large number of high school students who are obliged to forego a college education and to whom the school owes as much attention as it gives the student who is preparing for college. It is for the purpose of making students efficient in some wage-earning occupation that the vocational educational work is being encouraged. As yet two of the most important features of this work as carried out in other states have not been touched in Montana—part time and evening classes. It is hoped that such work will be offered in a number of our high schools during the year 1918-19.

The following schools were reimbursed during 1917-18 for Smith-Hughes work.

Table 32.

Agriculture.

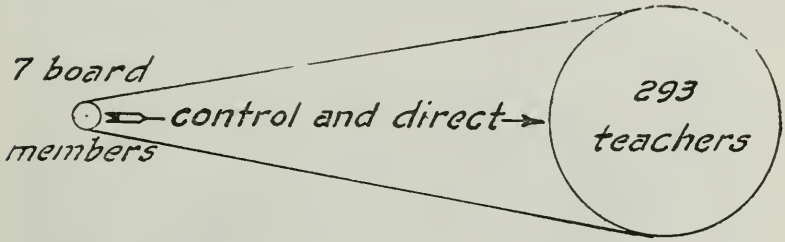
	Federal Funds	State Funds
Belt High School	$606	$606
Dawson County High School	606	606
Fergus County High School	606	606
Flathead County High School	606	606
Gallatin County High School	360	360
Harlowton High School	425	425
Jefferson County High School	606	606
Powell County High School	360	360
Wibaux County High School	375	375
Home Economics.		
Fergus County High School	450	450
Flathead County High School	250	250
Gallatin County High School	300	300
Trade and Industrial Education.		
Flathead County High School	562.50	562.50

The District System of Administration of Schools

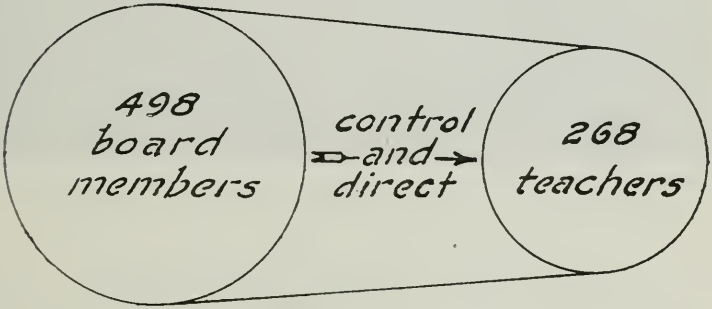
The district system of administration of schools which still prevails in Montana and several other states, originated in colonial days in Massachusetts and at that time was the only feasible unit for administrative purposes, as each small community or district was almost entirely independent of the rest of the world and often separated from other communities by long stretches of unorganized territory. As the country developed, railroads were built and highways improved and with the great industrial revolution neighboring and even far distant sections became dependent upon each other. With this great change of conditions, the district system of administration of schools has outgrown its usefulness. The New England States were prompt to discard the district unit for a more logical one of the township which meets the needs of the northeastern states where the township rather than the county is the unit for other phases of administration. In the West the township has little significance, so it would no more meet our needs than the present district system. For its meagre results, the district system is "expensive, wasteful, ineffective, unprogressive, totally inadequate to present day needs and unfair to country children. Its supposed democracy is a delusion, for true democracy in education means equal educational opportunity for the children of one district with those of another, and a fairly equal financial burden for all patrons and taxpayers."

"Had the American mind been trained to a larger view of citizenship and cared less for complete local self government, jealously guarding every minor prerogative of an outworn past, the real blessings of true democracy would not so often have eluded our grasp. Because of this lack of vision people have clung doggedly to local independence of school support and failed to perceive that the state and county are far better units of taxation for school purposes"—Arp, Rural Education, p. 43.

One of the greatest weaknesses of the district system is seen in the large number of school officers chosen to administer its ffairs. If seven school board members can effectively direct school affairs in Butte enrolling 9517 pupils and



The city school system.
(Butte ~ 1917-1918)



The rural school system.
(Fergus County ~ 1917-1918. Excluding districts having schools with more than 5 teachers.)

employing 293 teachers, by what logic can it be claimed that the schools in third class districts in a county like Fergus, enrolling 5952 pupils and employing 268 teachers require 498 trustees to direct those teachers and schools? Would it not be "fully as sensible to raise an army and appoint three officers for every enlisted private and then expect efficiency and economy from that army by making each group of three officers entirely independent of every other group and making all officers of equal rank and power?"—Arp, Rural Education.

In the third class districts there are 1966 clerks and 5898 trustees managing the affairs of 2370 schools and exercising direct control of 2672 teachers.

Twenty states designate the county as the unit for administration of schools, the same as for the administration of road improvement and other public works.

The finest rural schoolhouse in Gallatin county. In many parts of the state artistic and substantial rural schoolhouses are being built.

The Results of District Administration Buildings

Modern school houses that are comfortable, sanitary, well lighted and attractive are rapidly taking the place of the old box-car type of building in many sections of the state. Since the law was passed requiring schoolhouse plans to be inspected by the State Board of Health, probably greater strides have been made in the improvement of the school

plant than in any other phase of educational work. Professor W. R. Plew of the State College of Agriculture, the consulting architect of the State Board of Health, has drawn up several plans of modern rural schoolhouses, blue prints and specifications for which are furnished by the State Department of Health and State Department of Public Instruction. During the past year 192 new schoolhouses were built and dozens of others would have been erected had it not been for the restrictions of the War Industries Board.

Are these young Americans receiving a square deal?

In all counties, but especially in the newer ones, schools are occasionally held in ranch homes or in old shacks unsuitable for use. There were 248 such make-shift school houses in use last year. (Data from Hill county were not available). In the majority of such cases the districts are making a levy of from ten to twenty mills or even more, in order to maintain any school. In many other cases, wealthy districts are not providing comfortable or sanitary quarters for their children. Occasionally thru negligence of trustees, schools are not provided with toilets or provided with only one. In one wealthy district in Deer Lodge county no toilet had been provided for the school up to July, 1918 and in a

neighboring district only one was provided up to that time, tho both were old schools. In May, 1918 at a school not far from the county seat of Teton county, a toilet was lying on its side where it had blown early in the year.

Sanitary toilets free from marks and provided with lock and key are the exception rather than the rule. A few pro-

How can high ideals and public spirit be inculcated in children attending schools where such neglect prevails?

gressive districts have put in their school chemical indoor toilets which are proving to be very satisfactory. Hundreds of districts could easily afford to substitute such sanitary arrangements for the old type toilet. Money that is often wasted for useless charts, planitariums, etc. would be much better spent on chemical toilets.

Lighting

In some of the wealthiest districts and in the oldest counties old buildings with cross lighting are still in use. For example, 76 per cent of the schools in Deer Lodge county, 66 per cent in Beaverhead, 65 per cent in Broadwater, 60 per cent in Park, 58 per cent in Gallatin, 57 per cent in Granite, 54 per cent in Sanders, 52 per cent in Madison and 51 per cent in Cascade have cross lighting. Gallatin county especially has many districts with several hundred thousand dollars' valuation and very low special levies that are not making

any attempt to remedy such deplorable conditions. Probably $50 to $100 outlay would protect the eyesight of the children of a school. In contrast to these counties given above, only 7 per cent of the schools of Chouteau county, 10 per cent of Dawson, 11 per cent in Blaine, 12 per cent in Phillips, 14 per cent in Fallon, 14 per cent in Meagher, 16 per cent in Wibaux and 16 per cent in Mineral county have cross lighting.

Martinsdale school. An old box-car type of building made into a modern two-teacher school house with correct lighting. Changes planned by the consulting architect of the State Board of Health.

Libraries

Tho from five to ten per cent of the general school fund is set aside for library books, hundreds of districts with meagre libraries neglect to order books. Last year 767 districts or 37 per cent of the districts of the state (Hill county not reported) did not spend their library fund while a large number spent much less than their allotment, some as low as $1.00 and even sixty and forty cents. In Park county only three districts, or 5 per cent of the whole, purchased library books tho there were 32 districts each with less than 100 books. In Fergus county 111 districts did not order library books. The same was true in 72 per cent of the districts of Chouteau county and 66 per cent of the districts of Stillwater county. Powell and Valley counties have enviable records, as all districts added new books to their school last year. There

were 171 districts of the state that did not spend their library fund in two years and many districts that let their library fund lie idle in the treasury for three or more years.

In 300 schools of the state there were no library books whatever and in 351 schools there were scarcely enuf books to be called a library. In Fergus county alone 90 schools had little or no library.

Such unsightly, insanitary and neglected buildings may be found in practically every county.

It often happens in districts in which there are several schools that only the school near which the trustees live or where the trustees' children attend, receives all or nearly all the books from the library fund. In 1917 a certain school in Jefferson county had a large, well selected library while another school in that same district did not have a single book and a third school had eight or ten very old battered books tucked away in a vacant desk. Such unfairness may be duplicated in almost every county.

It is seldom that library books are selected with the children in mind—at least the little children. Books such as The Jurisdiction of Justices, How to Play Chess, Demonism of Witchcraft, The Wife Thou Gavest Me, Ten Nights in a

Bar Room, Beverly of Graustark, Life of Frederick the Great, My Mamie Rose and Buried Alone are not at all uncommon in rural and village school libraries. Several expensive sets of encyclopedias are often found and in the same libraries almost no books for children below the fifth or sixth grades. Last year a determined effort was made by the state department and county superintendents to get all third class dis-

A log house, donated by a member of the community for school purposes for twenty-one children. Only two windows. Very unhealthful surroundings. Almost no equipment. Located near a railroad in a second class district in which one of the most progressive town schools is maintained.

tricts to purchase reference books that were within the comprehension of the children enrolled.

Elections

In hundreds of districts neither patrons nor trustees show any interest whatever in the improvement of their schools. Thirty-one county superintendents reported 112 districts having had no school election in 1918 and 34 districts with no election for two years. In 74 districts reported only from one to three voters were present. Probably these figures might be doubled or even trebled if all the districts of the state which show no interest at election time were reported. In Gallatin county alone, 10 districts held no

election in 1918, 14 districts had from one to three voters present, 5 districts held no election two successive years and 3 districts held no election in three successive years. Park, Cascade, Stillwater and Sweet Grass counties have shown almost equal indifference.

Business Methods

Very lax business methods are shown in several districts of every county. For example, one rural district board, thru inability to estimate the amount of taxes which would result, levied 34 mills, later reduced it to 27 mills and even then had several thousand dollars lying idle in the treasury at the end of the school year. Other districts which make no budgets put on small special levies which cannot possibly carry their schools thru the school year and as a result they must either shorten the term or borrow money at a high rate of interest which the taxpayers must shoulder the following year. It is not at all uncommon to hear trustees or teachers say that they have not decided on the length of school term as it will depend upon how long the money lasts, or that they cannot afford to make certain improvements as they have already had to borrow money. It is not unusual for districts to bond to build a schoolhouse and for the money to be left idle in the treasury a year or more as the trustees have neglected to select plans and advertise for bids for a building. Over 500 school sites are not owned by the districts, as trustees have neglected to carry on the necessary transactions.

Examples of Inefficiency and Neglect in District Administration

Beaverhead County

Dist. A with a valuation of $122,355 levied four mills special tax which would bring them $489.42 but spent only $274.50 for the school year which was $360.25 less than the county and state apportionment, to say nothing of the special levy. They had a 64 day term in 1917-18 and 22 days the previous year. There were fifteen children enrolled. Several children of the district are receivng no schooling whatever as they live too far from the present school house and no provision is being made by trustees for their education. No textbooks and no library books were purchased last year.

Dist. B has a valuation of $149,166 and no special levy. Twelve children were given only 107 days of school tho even with no special levy the district had more than twice as much in the treasury to spend as was spent.

Dist. C with a valuation of $102,793 had only a four months' term. No school at all the previous year. No levy. Spent less than their county and state apportionment. No library. Log schoolhouse valued at $100.

Dist. D with a valuation of $136,204 owns a log schoolhouse valued at $50. The heavy taxpayers voted down a new building which would have increased the taxes the first year about $1.80 for every $1000 of assessed valuation. The parents of ten children of school age in another part of the district were refused any kind of a school so were obliged to provide one by private donation even tho the district was drawing $283.50 apportionment for those ten children. The trustees refused to make any special levy with which to maintain their schools.

Blaine County

Districts A and B have a combined valuation of $282,705 left untaxed by special levy for the past two years. In one there were 117 days of school for which the teacher received only $139, with a balance in the treasury at the close of the year of $455.60.

Broadwater County

Dist. A has a valuation of $216,000 and no levy. It spent $240 for a 106 day term and had $564.64 left in the treasury at the end of the year. No library books and no textbooks were purchased. In 1916-17 they maintained a 40 day term, tho their balance on hand at the end of the year was $804.64.

Dist. B has a log schoolhouse value at $150 in which they maintained a 95 day school for eleven children last year and 85 days the previous year. They received last year from the county and state $665 yet spent only $520.25 on their school and left idle in the treasury at the end of the year $1145.66. Tho they have only a very small library, the library fund was unspent last year.

Dist. C maintained for ten children 78 days of school in 1917-18 and 36 days the previous year. They spent $656.52 on their school and had a balance of $771.10 at the end of the year. The school has no library.

Carbon County

Dist. A had a 92 day school for fourteen children last year and 116 days the year before. The trustees levied fifteen mills but spent only $426.50 of $1078.39 available. The district had no library and no textbooks.

Dist. B spent $60 out of $127.50 apportionment received from the state and county for a 42 day school for four pupils. No textbooks or library books purchased. The year's education of the children of the district cost six cents for every $100 of assessed valuation. The teacher was paid $30 and her board, probably the lowest in the state.

Dist. C is a poor district but it spent less for its 67 days of school for fifteen children than it received from the county and state apportionments. The year before the trustees maintained only 119 days of school, tho they left idle in the treasury at the end of the year more than twice as much as they spent on their school.

Carter County

Dist. A. Fourteen children attended school in an old log house. Owner demanded possession December 1. County Superintendent persuaded trustees to call a bonding election; trustees then persuaded patrons to vote against bonding. A fifteen mill levy was made by trustees without a vote of the people, (contrary to law) five mills of which were to be used for building fund, but amount was used instead for purchasing seats and freight for the same.

Thirty-six children in District B cannot go to school on rainy days as the building is located in a low flat field. The inspector found the equipment to include a broken, unsafe, rusty stove near the center of the room, pail and common drinking cup, poor blackboard without ledge, few textbooks, library consisting mostly of thirty volumes of Encyclopedia Britannica for children in primary classes, a planitarium, manakin, and agriculture and other charts. Insanitary conditions within and without the school building. The district, with 8 mills levy, maintains six schools during short terms with teachers receivng $66 a month.

Dist. C, with 7½ mills levy on $40,000 per school valuation, maintained seven short term schools for 87 children enrolled. One building inspected contained a legless stove set conspicuously in the front of the room, a small glossy blackboard without ledge, double desks unfastened (with more double desks ordered), two full sets of maps, and five expensive charts, costing from $35 to $50 each.

Cascade County

Dist. A has a valuation of $306,188 and only a three mill special levy. Over half the taxes are paid by the railroad yet the patrons voted down bonds for building a new schoolhouse to replace the old one which is the poorest in the entire county. Equipment very inadequate. No provision being made for two children of the district who are too far from school to walk.

Dist. B provided only 94 days school for ten children last year and 76 days the previous year as the trustees refused to make a special levy with which to maintain a school.

Dist. C has a valuation of $472,572. They maintained four very poor schools. In 1916-17 they had school for 69 days, 49 days, 58 days, and 37 days respectively. Last year they built a new schoolhouse without bonding the district—a very poor business policy—thus making it necessary again to have short terms of 67 and 55 days in two of the schools. At that rate it takes the children of the district three years to get as much schooling as the majority of children in the county.

Chouteau County

Dist. A maintains four schools but has no schoolhouse. It refused to make a levy or bond for new buildings. In 1916-17 it maintained school for only 54, 55, 94 and 54 days respectively and the following year 73, 87, 114 and 78 days respectively. The entire enrollment was 82. In one school, for example, 22 children were provided less than seven months of school in two years. Trustees spent $144.23 less than their county and state apportionment.

Dist. B has a valuation of $367,391. In 1917-18 a 29 day school was maintained and 64 days the previous year. The taxpayers spent 9 cents for every $100 of their taxable wealth to educate eleven children. A radical change is promised as new trustees were appointed. It is the system, however, that makes such conditions as these possible.

Dist. C maintained a 103 day school in 1917-18 and 55 days in 1916-17. It spent $652.26 which was less than the amount lying idle in the treasury at the end of the year.

Not an unusual condition in which a school is left after a community gathering or at the close of school.

Custer County

Dist. A has a valuation of $230,666 and maintains two schools. One school with 25 pupils enrolled had only 107 days last year and 99 days the year before. At the end of the school year there was a balance of $1347.61, nearly $400 more than spent for the two schools. Library fund unspent.

Dist. B with a valuation of $190,137 had only a two mill special levy so was unable to maintain more than 115 days of school for seven children. The previous year they were provided with a 37 day term. The children of the district would need to attend school two years and a half to get as much schooling as the Miles City children receive in one year.

Dist. C with a valuation of $745,019 had only a 96 day term for sixteen children in one of its four schools. It did not spend for teacher's salary the balance on hand at the beginning of the year, to say nothing of later funds secured thru apportionments. One school had no library. Library fund unspent for any of its schools last year.

Dawson County

Dist. A had no special levy so was unable to maintain more than 115 days of school for twenty children. The previous year only 116 days were provided.

Dist. B had no levy for two years in succession. Valuation $114,488. The school board, made up of relatives, did little for the school or for the children. Four children had 6 miles, one boy had 7¼ miles, and five children did not attend, having still farther to go. Upon inspection it was found that 13 small children were housed in a small room, with stove at its usual central location, opposite lights, clothes hung in corner, or on floor, dinner buckets on floor and empty desks; several textbooks required by law not purchased nor in use, no library books purchased for two years, but a full set of Bacon's Essays, an astronomy chart, and an expensive agriculture chart. All the educational needs of the children in this district could easily be supplied with a ten mill levy.

Dist. C had 100 days of school for 10 children. The school money was expended as follows:

Teacher	$193.00—24.4%	Capital outlay	$160.05—20.3%
Janitor	65.00— 8.2	Interest	57.45— 7.3
Textbooks	100.00—12.7	Maintenance School Plant	96.45—12.2
School Board	22.00— 2.8	Miscellaneous Expe'es	56.60— 7.2
Stationery Supplies	38.42— 4.9		

In the typical school 75% of school money goes to the teacher in place of janitor, school boards, and other things.

Deer Lodge County

Dist. A with a valuation of $145,933 and no special levy spent only $382.25 for a year's education of seven children. At the beginning of school there was $90 more in the treasury than was spent during the year. The taxpayers spent less than 3½ cents per child for every $100 of assessed wealth. No money spent for library, textbooks, equipment, sanitary supplies or for any other purpose, other than teacher's salary. School has never had any library. One of the few districts in the state in which no toilets were provided. After complaint of the rural school inspector *one* was built for the present school year. Last year 93 days of school and the previous year 105 days.

Dist. B has a valuation of $103,459 but provided only 112 days of school for eleven children. Old log schoolhouse, poorly equipped. Only one toilet provided.

Dist. C, with a valuation of $89,944 made only a 2 mill special levy and so was unable to provide more than 78 days of school for eight children. The previous year 112 days was the length of term. It would take those children two years to get as much schooling as the Anaconda children receive in one year. Library fund unspent. No textbooks purchased.

Fallon County

Dist. A, with a valuation of $183,915 and a six mill special levy provided only 59 days of school in 1917-18 for seven children and 117 days the previous year. The district had three teachers in one short

term probably due to low salary ($70 a month) which is from $30 to $45 a month less than paid to sheep herders. As they started the year with a balance three times as great as was paid the teacher, and an apportionment was received from the county and state, a larger remuneration was possible.

Dist. B, with a valuation of $233,049 maintained four schools on an 8 mill levy. In 1917-18, 76 days of school provided in one school and 60 days of school in another. The previous year 59 days and 60 days were the lengths of two terms. The reason for the short terms was said to be scarcity of teachers but only $67 on an average was paid the teachers of this district.

Dist. C supported three schools on a valuation of $263,214 and a special levy of ten mills. The levy would indicate interest in schools but nearly $1000 more was left in the treasury at the end of the year than was spent during the year for all three schools. The average salary paid teachers was $61 a month. One school had a 58 day term in 1917-18 and 112 days in 1916-17. The children of Baker were provided with nearly as much schooling in one year as these children were in two years.

Fergus County

Dist. A, with a valuation of $311,947 and no special levy maintained a 117 day school for eleven children last year and 58 days the previous year. Spent $400 less than the county and state apportionment. Started and ended the year with more in the treasury than was spent for its two schools. $61 average salary paid.

Dist. B. The trustees refused to make a levy so 25 children were given only 52 days of school last year and 39 days the year before. At this rate the children would receive in four years the amount of schooling provided Lewistown children in one year. The children's education for one year cost $14.31 per capita which is less than one-fifth the average in Montana.

Dist. C put on an eleven mill levy, most of which was used to pay for a new schoolhouse instead of bonding the district, thereby depriving fourteen children of a school except for 44 days. In two years, the children received less than five months of schooling. More money was transferred from a neighboring district than was spent for maintenance of the school.

Dist. D, valuation $141,375, three mills special levy, 16 children enrolled. Building 33 years old. No improvements. Small Round Oak stove in center of room, double desks, opposite lights, little blackboard set very high, nails about wall for clothes, outbuildings filthy,—one upset, school yard covered with sage and used as a pasture for stock, children of school age in district never in school.

Dist. E, valuation $114,635, no special levy, 21 census children, school yard covered with weeds, huge ash pile near door, rusty stove in center of room, few nails in back part of room for wraps, two windows on each side, little blackboard set high, Shakespeare's complete works, planitarium and charts, with needed supplies and books lacking, pail and dipper for drinking water. Building 33 years old.

Gallatin County

Dist. A has a schoolhouse valued at $100 in which 15 children attended a 100 day term last year and 38 days the previous year. Less spent for their school than the amount received from the county and state. "They have a horror of a levy or of bonding the district for a new building" is the report of the county superintendent.

Dist. B, with a valuation of $120,490 had no special levy and so was unable to have more than 79 days of school. The previous year it had 56 days. The term was so short (less than four months) that the district had to forfeit its county apportionment which was sufficient to have given at least two more months of school. Several of the ten children of school age whose parents could afford it or were ambitious for their children were sent to Bozeman or other school districts to complete the year.

Dist. C, with a valuation of $311,947, had a term of 117 days last year and 58 days the previous year. It paid its teacher $60 a month, probably less than paid farm hands and sheep herders in the same district. Library fund unspent. The teacher was obliged to borrow library books from neighboring districts.

Hill County

District A has a school building unfit for children and worth less than $10, according to the trustees. Bond issue for building was turned down. Later the county health officer condemned the building, which left 25 children without school advantages of any kind.

District B maintained a short term school on 1 mill levy for 17 children. All the children came from one direction, the nearest child livng 1½ miles away. The building was condemned, a bond issue for a new building was voted down and the children were left without school.

Jefferson County

Dist. A maintained an excellent school but left ten children, ages ranging from six to thirteen years, at one end of the district with no school for at least two years. Nine of these children are twelve miles from school and one seven miles. The district draws nearly $200 from the county and state for those twelve children who get no benefit from the money. In another part of the district a 98½ day term was provided nineteen children. The district had a valuation of $1,376,514 and a special tax of five mills was levied last year. Forty-seven per cent of the tax is paid by the railroad. If each taxpayer had paid a school tax of ten cents more on every $100 of assessed valuation, there would have been ample funds to have provided all children of the district with a good school.

Dist. B, with a valuation of $283,162 made no provision for the education of five children who were too far from their present school to attend. Only a two mill special levy was made last year. Practically all of the tax is paid by the railroad and a mining corporation.

Dist. C, with a valuation of $112,067 made no levy. Nine children attended school in a miserable log school house covered with rusty tin,

provided with only two windows. An open water bucket was still used Two children in the district were not attending any school because of too great distance to walk.

Lewis and Clark County

District A, with a valuation of over half a million dollars provided only a 79 day school for five children.

Dist. B, with a valuation of $107,500 provided only 116 days of school for ten children. An old schoolhouse valued at $300 is still in use. The trustees failed to spend as much money as they had on hand at the beginning of the year to say nothing of later apportionments.

Dist. C, with a valuation of over $300,000 used an old insanitary log schoolhouse. At a school meeting the need of a new buildng was presented to patrons and the small burden to taxpayers, if the district were bonded, was explained. The movement was vigorously opposed by a patron who had much difficulty in speaking English. His oppositon was greater because he had a $600 income tax to pay.

Madison County

Dist. A, with a valuation of $177,075 and no special levy gave only 115 days of school last year to twenty children and only 38 days the year before. Their teacher was paid $70 a month, less than dish washers, cooks, house maids, farm hands or sheep herders. Less than two cents per pupil was spent on education for every $100 of assessed wealth in the district.

Dist. B, with a valuation of $76,835 refused to make a special levy so only 77 days of school were provided. The previous year the school was open 15 days. The children of this district would need at this rate, fifteen years of school to complete the eighth grade. The school house is valued at $200. There was more money in the treasury at the opening of school than was spent on the school.

Dist. C, with a valuation of $145,590, maintained only six months of school in two years.

Meagher County

Dist. A, with a valuation of $263,811 maintained two schools. Had no levy, 70 and 75 day terms respectively. The previous year 72 and 75 days were provided. The district spent $657.23 for its two schools, tho it received $874 apportionment from the county and state. One school house is an old log buildng valued at $200. The trustees refused or nexlected to purchase textbooks for the sixteen children of the district.

Dist. B, with a valuation of $361,804, refused to make a levy so only a 72 day term was provided and 60 days the previous year. Less spent for the support of the school than received from county and state. For every $100 of assessed valuation in the district less than 11 cents was paid for the education of the children.

Dist. C, with a valuation of $195,778 and no special levy provided a 75 day term last year and 88 days the previous year. The distrct received $110 more from the county and state than was spent for its school. Log schoolhouse value at $250. No textbooks purchased.

Missoula County

Dist. A, with a valuation of $181,060 and no levy provided a 78 day school for eight children. The previous year only 77 days provided. At this rate it would require over two years for these children to receive as much schooling as received by Missoula children in one year, but with the meagre equipment and low salary paid the teacher ($65) it is doubtful if the children of district A would not need even much longer time to get as much education as the Missoula pupils. The school opened with $275 more in the treasury than was spent during the year and closed with $150 more.

Musselshell County

Dist. A, with a valuation of $125,280 and only a four mill levy maintained only one school. No provision was made for six children of school age who were unable to reach school because of distance.

Park County

Dist. A, with a valuation of $147,271 and only one mill special levy is using a log schoolhouse valued at $50. It provided only a 97 day term with a $60 teacher. The previous year only 78 days were provided.

Dist. B had a valuation of $144,513 nearly two-thirds of which belongs to the railroad. No levy was made last year so only 109 days of school could be provided fourteen children. The previous year only 103 days provided.

Dist. C had a valuation of $101,137 of which 56 per cent is railroad property. No levy was made, so only a $60 teacher was employed for a 96 day term. In 1916-17 the school was maintained for only 112 days. The district owned only one textbook valued at 35 cents.

Phillips County

Dist. B maintained five schools. Bonds were voted and new buildings erected in some parts of the district. One part of the district with a number of children was left with a miserable building, because a majority of the voters were satisfied.

Powell County

Dist. A, with a valuation of $85,075 and no levy used an old log school house valued at $200. Last year only 110 days of school were maintained and the previous year 68 days. The trustees spent less on their school than was apportioned by the county and state.

Prairie County

District A, valuation $105,229, had no special levy. Upon inspection a rusty stove, rusty tin cups, broken desks fastened too close together or too far apart, no library books, and general insanitary conditons were found. There were three windows on each side. The trustees are worthy of commendation for changing the lightng, but after the lighting was changed there were five windows on one side and one on the other. There was a surplus of $473.92 Aug. 1, 1918, which came from county and state apportionments allowed for 34 census children.

Distrct B voted to remove the school to a new site, thereby making the distance to school very much greater for twelve children and about the same as before for the remainng few.

Richland County

District A was found upon inspecton of its school plant to use the school yard for the free range of horses during the day. There were filthy outbuildngs with doors off, an unsightly stove, a curtained off stage prevented use of the entire front of the room except at entertainments, blackboard set beyond the reach of little children, new state adopted textbooks not purchased nor in use, seventeen children using the common drinking cup, sanitary and other needed supplies lacking.

District B had valuation of $105,047 and no levy. School in session six and one-half months. Old type buildng, no improvements, equipment lacking. Library money used to buy books for patrons of the school. In a fenced off lot a new, painted barn, in comfort and appearance even better than the schoolhouse.

Rosebud County

District A maintained in 1917-18 two schools of less than six months each and one of two months for thirty-five children enrolled. The district owns one log and two frame buildings valued together at $800. No improvements were made and no textbooks were purchased, altho the first year of the free textbook law. No records of financial transactions were kept. The district has had no special levy for the past two years.

This district with its high valuation of $355,590 could build and properly equip three school houses costing $2,000 each, purchase all necessary supplies, texts and library books, maintain the three schools for nine months for the 54 census children, pay the teachers excellent salaries for nine months and defray the entire expense with a 10 mill levy, a tax amounting to only $1.03 per half section of land.

Dist. B with a valuation of $138,322 and only a two mill levy had a much neglected school. Most of the children belong to families who are renters. Land owners take little interest in the school. The rights of the children have been ignored.

Sanders County

Dist. A with a valuation of $325,138 and no levy gave eight children only 80 days of school. On their two schools they expended over $1000 less than the amount in the treasury at the opening of school.

Dist. B maintained a village school 174 days. The school was so well equipped and such well trained teachers were employed that it is ranked as one of the few Superior schools of the state. Yet for their rural school of eight pupils only 80 days were provided. The village teachers were paid on an average $89.30 per month, and rural teacher $75. The district had a valuation of over half a million dollars, most of which is railroad property. The trustees had nearly $3000 more in the treasury at the end of the year than was spent for its two schools.

Dist. C also had a valuation of over half a million dollars, most of which belongs to the railroad. The village children were provided with 181 days of school and fifteen children in a rural school with only 115 days. More money was received from the county and state apportionments than was expended for the two schools. No textbooks were purchased for either school.

Stillwater County

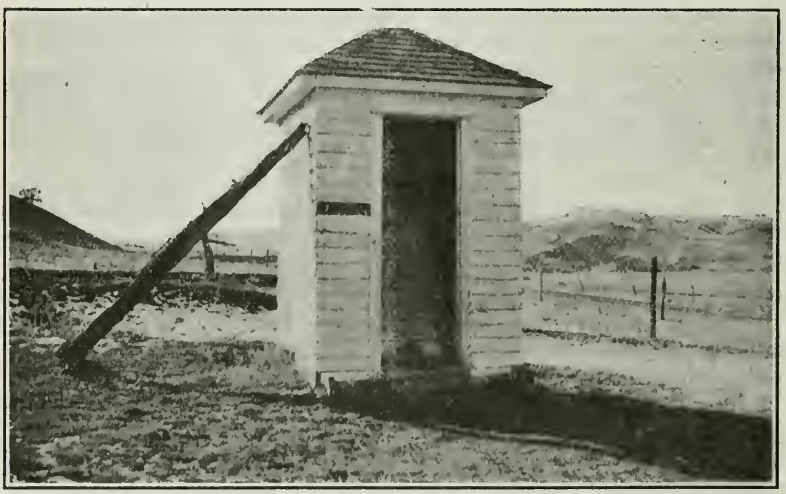
Dist. A with a valuation of $570,103 maintained four schools with no special levy. One school of 19 pupils was provided with only a 114 day term. At the opening of school in the fall there was $1800 more in the treasury than was spent for the maintenance of the four schools. Library fund unspent. No textbooks purchased.

Dist. B with a valuation of $239,058, provided eight children (one of its two schools) with only a 106 day term. Tho the trustees put on a sufficient special levy (9 mills), more was left in the treasury than was expended for the two schools. Library fund unspent.

Sweet Grass County

Dist. A had one of the dirtiest and most neglected schools in the state. No school election in two years. No textbooks owned by the district. Wrapping paper used for window shades. Blackboards almost useless. Term 112 days in length. Tho the trustees made a special levy of three mills, they spent on their school less than the county and state apportionment. Valuation of district, $97,797.

Dist. B spent $501.83 out of a county apportionment of $649.68 tho with its special levy $1040.40 was available. Twelve children enrolled; 79 day term. A dirty, poorly equipped school. Toilet propped up and door off the hinges. Toilet between school house and main highway.



This outbuilding was in this condition for at least four months during the School term. Door off the hinges and building propped up.

Teton County

Dist. A with a valuation of $219,854 has two old log school houses valued at $450. The trustees employed thru agencies two teachers who did not have certificates and as they failed in the October examinations the school terms were only 97 and 93 days. The children of one of these schools were provided with only 76 days of school the previous year. It would require these children at that rate, sixteen years to complete the eighth grade.

Dist. B with a valuation of $591,881, gave the eleven children of one of its two schools only a 79 day term as they employer a teacher without a certificate who failed in the October examinations. The previous year the school was maintained for only 76 days.

Toole County

Dist. A with a valuation of $234,413 and $4200 in the treasury refused to furnish necessary equipment for its school. The seats were made of rough lumber and the blackboards of painted boards. There were no toilet accommodations.

Dist. B refused to allow Thrift Stamps to be sold at school, or any other patriotic measure to be taken up. The trustees stood back of an unpatriotic teacher whose certificate had to be revoked. "School is no place to teach patriotism" was the attitude of trustees.

Dist. C with a valuation of $425,553 maintained five schools, two of which were for 110 and 107 days respectively. The previous year only 64 and 48 day terms respectively were provided.

Valley County

Dist. A comprising thirty townships maintained two village schools of 176 and 173 days each and twelve rural schools with terms from 38 days to 118 days. The enrollment of the rural schools ranged from 9 to 22 pupils. One town school is a fine four-room brick building, only two rooms of which are used, the other town school a good frame building. The rural school buildings are little more than shacks, many of them having been built by patrons. The town schools are completely supplied with the most modern equipment, the rural schools with almost no equipment, not even blackboards in two schools. None of the rural schools has reference libraries and in some cases an insufficient number of textbooks. The pupils in one school could not write on the eighth grade examination as the trustees refused to supply the school with textbooks. Many children in the district are without any school. Petitions for the establishment of schools are ignored, tho the patrons desiring a school make trip after trip to town to persuade the trustees to grant a school. No attention is paid to their pleas.

Standard and Superior Schools

In order to improve rural and village schools thru better buildings, better grounds, better equipment, better teaching and a finer community cooperation, schools are rated by the state rural school inspectors and county superintendents on these five points. The Standard School Rating Card which is furnished to all trustees and teachers gives six points for the school yard, thirteen points for the school building, twenty-two points for school equipment, thirty-six points for the teacher's training and ability as an instructor and leader, eight points for attendance and habits of pupils, and

fifteen points for community cooperation, making a total of one hundred points. Schools which are rated from 70 to 89 points are classed as "Standard Schools" and those making 90 points or over as "Superior Schools."

In the 1916 Biennial Report a list of schools standardized before September 1916 was given. A few of those have not kept up the standard reached at that time and have lost their name plates. A few others have been given a certain time in which to make the needed improvements. In addition to the schools standardized before the 1916 Biennial Report was printed the following schools have been put on the honor roll:

SUPERIOR SCHOOLS

County	School District	Teacher or Principal
Beaverhead	Wisdom	R. S. Craig
	Nelson	Bessie Wall
Big Horn	Corinth	A. A. Lambert
Blaine	Savoy	Elizabeth Crookshanks
Fallon	Lincoln	Mrs. Kittie S. Brown
Fergus	Suffolk	Hazel Brockway
	Brooks	A. J. Martz
Flathead	Riverside	Nellie Redlingshafer
	Demersville	F. A. Brockett
Jefferson	Basin	Anna Harold
	Pleasant Valley	E. E. Allen
Lewis and Clark	Kessler	Mrs. Nona B. Eddy
Meagher	Martinsdale	Mrs. Grace Coates
Musselshell	Rothiemay	Mrs. Virginia White
Park	Wilsall Consolidated	E. E. Speaker
	Rosedale	Vera Valleau
Phillips	Dodson	S. A. Slack
Sanders	Noxon	Chas. H. Smith
	Paradise	B. E. Whisnant
Wheatland	Bercail	Mrs. Grayce McGlenning
Yellowstone	Molt Rural	Ruby Frances Houx

STANDARD SCHOOLS

County	School District	Teacher or Principal
Beaverhead	Briston	Mrs. Hugo Jordan
	Lima	Edward N. Evans
	Willow View	Mrs. Della P. Schum
Big Horn	North Bench	Mrs. Marian Balderston
	Fairview	Constance Moen
	Valley Center	Anna Campbell
	Nine Mile	Mrs. Evelyn Sawer
Blaine	Coburg	G. W. Summers
	Pleasant View	A. C. Brazer
	Zurich	W. E. Kohl
	Wing	Ira McCracken
Carbon	Chance	Hazel Walters
Dawson	Lone Tree	Mrs. Ruby Motti
Deer Lodge	Blue Eyed Nellie	Essie K. Grant
Fallon	Hillside	Inez Johnson
	Little Beaver	Edwina Eichenbarger
	Fertile Prairie	Lorene Hibbard
	Vincelette	Nora Fink
	Preston	Freda D. Groh
Fergus	High Divide	Marjorie Stearns
	Kendall	Mrs. Bertha Jensen
	Circle Bar	Mrs. Annie Barnes
Flathead	Birch Grove	Ida Overby
	Evergreen	Mrs. F. A. Brandon
	Lakeside	Winifred Henderson
	Green Mountain	Mrs. Emma R. Dorris
Gallatin	Grayling	Jessie Donaldson
Jefferson	Eureka	Laura Ballard
	Milligan	Anna Hazelton
Lewis and Clark	Marysville	Leta Thompson
Lincoln	Warland	Mrs. Ella E. Hess
	Trego	Mrs. Millie Stanley
	Iowa Flats	Alice O'Connor
	Troy	J. B. Stockhouse
Musselshell	Kilby Butte	Marie Lannen
	Gage	Grace Stanley
	West	Joye Iden
	District No. 70	Mrs. Ethelyn Causey
	West Side	Amy Meyer
	Waldheim	Marie Stewart
	District No. 16	Mrs. Mary Hoadley
	Puckett	Orpha Walters
	Meacham	Thos. Mills
	Fiske	Pearl Stup
	Cushman	Olga Wolberg
	Big Wall	Alice Graskopp
	Stevenson	Corinne Simmons
	Clara	Anna Jonnson
Park	Potter Basin	Myrtle Grunwald
	Pine Creek	Elizabeth Slightman
	Miner	Jose Kobe
	Grand View	Jennie Lothbridge
	Cottonwood	Alta Bean
Powell	Helmville	Gertrude Coughlin
Phillips	Big Warm Springs	Emel Daellenbach
	Landusky	Sadie McClellan

STANDARD SCHOOLS—Continued.

County	School District	Teacher or Principal
Prairie	Undem	Irene Gard
	Broadview	Ruby Thompson
	Young	Hattie Moses
	Sanhrada	Elizabeth Sanhrada
Rosebud	Ivanell	May B. Vestal
Sheridan	Gilchrist	Harriet Gilchrist
Teton	Bole	Violet Lestrud
Toole	Dunkirk	Harriet Williams
		Virginia Johnson
Valley	Vandalia	C. H. Belmont
Wibaux	St. Phillips	Mrs. J. W. Gray
	Muggah	Mary McDermott
	Woodville	Laura Sanders
	Prairie View	Tillie Schlissel
	Massey	Muriel Green

Boys' and Girls' Organizations

During the past year there was added interest in boys' and girls' club work due to the war and to the nation-wide propaganda for increased production of food. The work already well organized by the State College of Agriculture thru the state club leader has increased with the assistance of county club leaders, county and city superintendents and teachers.

Boys and girls learning practical things at the Belt Valley School

Thirty-six county superintendents reported 12,671 children enrolled in club work last spring. The available statistics as to the number who actually started the work or actually finished their club projects are conflicting, but estimates from a few county superintendents indicate that from 20 per cent to 50 per cent of those enrolled carried their projects thru to completion.

Thirty-six county superintendents report 44,078 children organized for Junior Red Cross work. A few counties report 100 per cent enrollment. In thirty-six counties 990 boys are enrolled as Boy Scouts and 458 girls as Camp Fire Girls.

In a rural community where patrons and trustees provide a full line of equipment for both play and study. Molt rural school, Yellowstone county.

FINANCE

The Cost of Public Education

The cost of public schools has increased by leaps and bounds in the last decade but in comparison to many other items of expenditures, the amount is not so startling. Tho the cost of public education in the United States in 1914 (latest available statistics) was $570,000,000, this sum was less than three-fourths of the annual automobile bill, less than one-half the tobacco bill and one-fourth the bill for intoxicating liquors. Tho there are no statistics available for these different items in Montana, the proportion is probably about the same as for the United States as a whole. Such facts as these help to dispel the notion that the country is over burdened by school taxes.

In 1910 the Russel Sage Foundation made a careful study of the amount spent for schools on every $100 of national wealth. At that time Montana spent twenty-eight cents, the twelfth lowest in the United States, while the neighboring states of Idaho, North Dakota, South Dakota, Oregon, Utah and Washington were among the seven highest. The Bureau of Education has since made a comparative study based on 1912 statistics to show the amount expended for public schools on each $100 of assessed value of all property. At that time Montana spent 96.8 cents which is only about half as much as was expended in North Dakota, Utah and Idaho and much less than Colorado, South Dakota and Washington. In that same year the school levy was 32.63 per cent of the total levy in Montana, a smaller proportion than in any of the neighboring states.

In 1917-18, $1.54 was spent on the public schools of the state for each $100 of wealth. (Hill county statistics not available), This amount varies from 54 cents in Meagher county and 80 cents in Wheatland county to $2.70 in Carbon county and $2.55 in Lincoln county. The amount expended for schools for each $100 of wealth is greater in city districts than in rural districts in all but ten counties. In Lincoln county, Libby, Eureka and Troy expended $2.40 more

for their schools for every $100 of assessed valuation than did the rural districts. For the state as a whole the urban districts expended $1.95 for every $100 of wealth while the rural districts expended only $1.30. (See Table 35.)

The interest shown in education in city and rural districts may be compared by computing the cost of maintenance of the two types of schools. The per teacher (or per room) maintenance cost, which includes salary, equipment, textbooks, libraries, fuel, etc., is the fairest basis of comparison of the amount expended for schools. In all but Mineral county the maintenance cost per teacher was far greater in urban than in rural districts. If interest in education can be measured by the amount expended for schools, the urban districts of Lewis and Clark, Blaine, Dawson, Richland and Sheridan counties manifested over twice as much interest in their schools as did the rural districts of those counties. (See p. 13 for a comparison of levies of rural and urban districts.)

The average maintenance cost per teacher (per room) was $1449.56 in city schools and $951.59 in rural schools.

There is a very great difference between the maintenance cost of schools of the same class in different counties. Usually the counties making the highest levies pay the least for the maintenance of their schools. For example Sheridan county with the second highest average special levy in the state (13 mills) spends less for both city and rural schools than does Meagher county with the lowest average levy in the state (1.7 mills). Silver Bow, Richland, Lewis and Clark, Beaverhead and Deer Lodge counties each spent over twice as much for their city and village schools per teacher as did Carter county. Mineral county abounding in corporation property spent nearly three times as much for its rural schools per teacher as did Carter county.

Table 33.

Comparative Cost of Maintenance of City and Rural Schools Per Teacher (or per room) Cost.

County	City Schools	Rural Schools
Beaverhead	$1,939.73	$1,168.62
†Big Horn	.....	.....
Blaine	1,237.64	566.32
Broadwater	1,199.61	972.41
Carbon	1,265.28	1,149.24
Carter	932.99	577.71
Cascade	1,795.42	955.42
Chouteau	1,500.64	748.55
†Custer	.....	.....
Dawson	1,328.59	664.98
Deer Lodge	1,965.73	860.48
Fallon	1,274.89	785.51
Flathead	1,348.38	1,138.17
Fergus	1,365.56	846.19
Gallatin	1,549.60	1,123.28
Granite	1,337.94	1,219.39
*Hill	.....	.....
Jefferson	1,284.37	1,195.78
Lewis and Clark	2,143.80	1,058.07
Lincoln	1,443.20	931.57
Madison	1,277.41	870.69
Meagher	1,507.04	771.88
Mineral	1,652.47	1,700.58
Missoula	1,738.38	1,547.74
Musselshell	1,360.25	884.80
Park	1,520.03	930.79
Powell	1,441.83	1,299.40
Phillips	1,103.96	621.01
Prairie	1,107.39	953.23
Richland	2,166.68	734.39
Rosebud	1,435.55	835.95
Sanders	1,412.19	1,039.52
Sheridan	1,374.79	623.44
Silver Bow	2,391.56	1,413.14
Stillwater	1,456.84	903.48
Sweet Grass	1,589.51	1,046.15
Teton	1,389.76	1,148.12
Toole	1,369.70	925.36
†Valley	.....	.....
Wheatland	1,661.13	1,115.84
Wibaux	1,051.20	737.27
Yellowstone	1,592.09	1,080.61
Average	$1,449.56	$ 951.59

*Statistics not available.

†A large proportion of the rural schools are a part of the city districts. The maintenance cost could not be separated.

The per capita cost (maintenance) of education varies greatly in different counties, ranging from $36.76 in Phillips county, $40.82 in Blaine county and $41.17 in Broadwater county to $88.20 in Mineral county and $83.77 in Lewis and Clark county.

Table 34.

School Expenses (Maintenance) and Per Capita Cost.

County	Maintenance	Enrollment	Per Capita Cost
Beaverhead	$100,755.46	1567	$64.29
Big Horn	60,706.29	1077	56.37
Blaine	79,959.73	1959	40.82
Broadwater	50,665.31	1147	41.17
Carbon	175,564.63	3963	44.30
Carter	46,214.00	893	51.75
Cascade	482,827.16	8064	59.87
Chouteau	178,301.38	3334	53.47
Custer	178,629.03	3018	59.18
Dawson	196,803.66	3800	51.79
Deer Lodge	136,993.16	2114	64.80
Fallon	64,296.70	1385	46.42
Fergus	383,164.93	8118	47.19
Flathead	251,542.31	4982	50.48
Gallatin	223,359.27	3633	61.49
Granite	45,083.59	721	62.53
*Hill	.....	.....	.....
Jefferson	69,134.11	1119	61.78
Lewis and Clark	270,347.50	3227	83.77
Lincoln	96,853.93	1645	58.87
Madison	89,515.53	1717	52.13
Meagher	32,860.46	499	65.85
Mineral	45,338.46	514	88.20
Missoula	285,915.26	4596	62.21
Musselshell	173,792.69	3191	54.46
Park	143,454.11	2337	61.38
Phillips	79,419.63	2160	36.76
Powell	75,472.64	1217	62.01
Prairie	71,407.86	1078	66.24
Ravalli	128,539.83	2780	46.23
Richland	145,153.61	2886	50.29
Rosebud	182,613.91	2866	63.72
Sanders	99,575.45	1287	77.37
Sheridan	241,092.21	48.19	50.03
Silver Bow	720,511.05	9838	73.23
Stillwater	104,182.30	1811	57.53
Sweet Grass	75,484.58	1135	66.50
Teton	212,277.41	3589	59.14
Toole	76,621.37	1147	66.80
Valley	127,240.94	2817	45.16
Wheatland	68,983.44	1171	58.89
Wibaux	50,182.44	984	50.99
Yellowstone	341,710.19	6945	49.20
Average			$57.73

*Statistics not available.

Table 35.

Amount Expended for Public Schools for Each $100 of Wealth (Excluding Debts Paid) 1917-18.

County	In All Schools	In City Schools	In Rural Schools
Beaverhead	$ .91	$1.32	$ .79
Big Horn	1.17	*.....	*.....
Blaine	1.33	*.....	*.....
Broadwater	2.11	*.....	*.....
Carbon	2.67	2.19	2.79
Carter	1.41	*.....	*.....
Cascade	163	1.65	1.62
Chouteau	1.67	*.....	*.....
Custer	1.27	1.46	1.17
Dawson	1.55	1.43	1.52
Deer Lodge	1.15	1.27	.56
Fallon	1.26	*.....	*.....
Fergus	1.84	2 26	1.74
Flathead	1.82	1.81	1.82
Gallatin	1.74	3.71	1.24
Granite	1.17	*.....	*.....
†Hill	.....	.....	.....
Jefferson	1.24	*.....	*.....
Lewis and Clark	1.24	1.38	1.05
Lincoln	2.55	*.....	*.....
Madison	1.12	*.....	*.....
Meagher	.54	*.....	*.....
Mineral	.97	*.....	*.....
Missoula	1.50	1.41	1.57
Musselshell	1.41	2.07	1.54
Park	1.83	1.26	2.14
Phillips	1.79	*.....	*.....
Powell	1.94	1.03	2.52
Prairie	1.32	*.....	*.....
Ravalli	1.69	1.89	1.63
Richland	2.35	*.....	*.....
Rosebud	1.27	3.31	1.04
Sanders	1.59	*.....	*.....
Sheridan	1.90	*.....	*.....
Silver Bow	1.32	1.36	.53
Stillwater	1.54	*.....	*.....
Sweet Grass	1.56	*.....	*.....
Teton	1.11	*.....	*.....
Toole	1.34	*.....	*.....
Valley	1.65	1.50	1.78
Wheatland	.80	*.....	*.....
Wibaux	1.50	*.....	*.....
Yellowstone	1.76	2.03	1.55
Average	$1.54		

*No city schools in the county.

†Statistics not available.

State School Funds

We have a state school fund in Montana, not derived from taxation, but from the proceeds from the sale of timber, stone, etc., from school lands, from rentals, five per cent of the proceeds of the sale of public lands of the state, and the principal of all funds arising from the sale of state lands. This fund which is annually apportioned and is slowly increasing from year to year, amounted to $5.50 per capita last year. This state fund eventually will prove a great heritage for the children of Montana, but as yet the money secured from these sources is not ample to meet the present needs of this new state.

Tho it is a fundamental principle that the wealth of the state should be taxed to educate the children of the state, there is no such tax in Montana. In order to equalize the burdens of taxation for schools, to secure equality of educational opportunities for all children of the state and to make ample provision for the security of the state, a statewide tax should be made. The wealth of any state is concentrated in spots and this is particularly true in a new state in which there are thousands of acres of land that are not yet taxable but are in the hands of homesteaders who are making a desperate struggle for existence and at the same time maintaining a poor little school for a few months. Schools of whole counties are largely supported by railroads or other corporation wealth, such as Mineral county, while other counties, such as Carter county, have little or no railroad or other corporation tax from which to draw for the support of their schools.

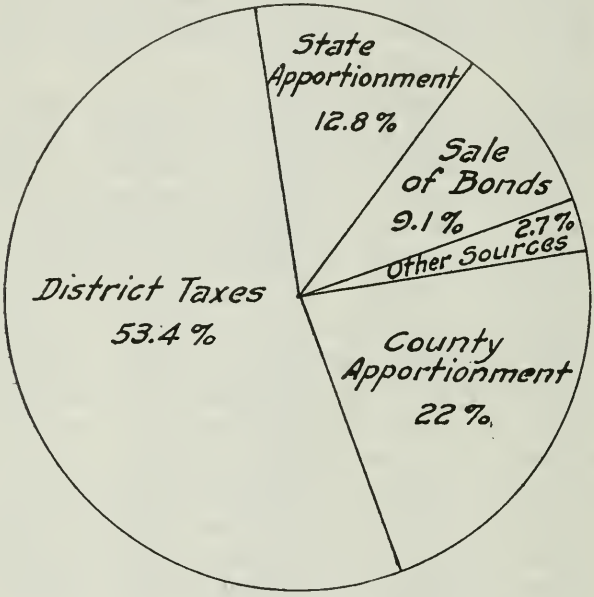
The revenue for school purposes for the five year period closing Aug. 1, 1918, were received from the following sources and in the proportion as given:

Sources of School Money (1914-1918)

County Tax	22.0%
District Tax including Sale of Bonds	62.5%
State Apportionment	12.8%
Other sources	2.7%
	100%

California has a very wise and just law that equalizes, as nearly as possible, the educational opportunities of children and at the same time distributes equitably the burden of

taxation. A state tax is levied that gives $15 for each pupil in average daily attendance in the elementary schools of the state which sum is apportioned in addition to the funds provided by the constitution and a state inheritance tax. A few other states give state aid to poor districts in order to maintain a certain length term or to build and equip schoolhouses or to employ trained teachers. In such cases the district has to meet state requirements as to amount of special levy or has to maintain a certain per cent of attendance, or both.



County School Tax

The amount of aid which the four mill county school tax gives varies greatly in different counties depending upon (1) the wealth of the county, (2) the method of assessment and (3) the school census. In sparsely settled counties, such as Meagher county the apportionment amounts to $40.50 per census child while in more thickly settled counties the amount is so meagre ($7.25 per census child in Carbon county and $10.50 in Flathead county) that much higher special levies are necessary to maintain their schools than are required in many counties. In counties in which there is yet little taxable property the county apportionment is very

inadequate. In Carter and Sheridan counties, for example, the amount apportioned per census child is only $9.61.

The method of apportioning the county tax is an antiquated and inefficient one. It may happen in one district that there are a large number of young people on the census list beyond the compulsory school age, who are not attending school and perhaps are married and have children of their own. In such a case the school is at a great advantage over a neighboring district that happens to have few young people in the district except those of compulsory school age.

As it costs practically as much to maintain a two-pupil school as a twenty-five pupil school, the thinly populated district which receives little from the county tax and state apportionment, must make a large special levy in order to educate a small number of children. Several states have devised a much more satisfactory method of apportionment by which the amount received is determined by the number of teachers employed and the attendance. In California $550 is apportioned from county and state taxes for "one teacher for every district having thirty-five or less number of units of average daily attendance and one additional teacher for each additional thirty-five units of average daily attendance, or fraction of thirty-five not less than ten units of average daily attendance. Forty dollars shall be apportioned for each unit of average daily attendance in said fraction."

A law passed at the last session of the Idaho legislature requires county commissioners to levy a county school tax which shall be sufficient to raise a minimum of $15 per capita of school enumeration. The county superintendent is required to apportion 40 per cent of the state and county school funds in proportion to the number of teachers regularly employed in each district; 40 per cent in proportion to the number of census children provided that no district shall be considered as having less than fifteen census children; 17 per cent is apportioned to the relief of needy districts that are unable after having levied a tax of ten mills, to maintain a minimum term of seven months required by law; and 3 per cent is apportioned, on the basis of the number of teachers regularly employed, to the rural high school districts and consolidated districts maintaining high schools.

Extremes of School District Valuation

As the ability to maintain good schools on the present district plan of administration depends upon three factors, (1) the valuation of the district (2) the willingness of taxpayers, particularly trustees, to make the necessary levy to support the schools, (see p. 113) and (3) the intelligence, vision and business ability of trustees to administer their schools, (see p. 78), each of these factors must be considered in a discussion of the merits of the district system.

The valuations of districts vary from $777,777 with no school and no census children to $2855 with two schools and 44 pupils enrolled. For example, in Lewis and Clark county there are three districts with over $640,000 valuation with from seventeen to thirty-two children enrolled. There are twelve districts with over $300,000 valuation with a maximum enrollment of thirty-two pupils. In the same county there are seven districts with a valuation from $28,405 to $54,945 with a maximum of seventeen children enrolled. Similar extremes of high and low valuation may be found in every county in the state as the following table indicates:

Table 3o.

Extremes of School District Valuations Per Capita of Census Children—1917.

County	Highest	Lowest
Beaverhead	$28,419	$1,791
Big Horn	5,644	1,050
Blaine	7,055	844
Broadwater	27,000	1,218
Carbon	12,987	820
Carter	7,788	506
Cascade	21,325	1,186
Chouteau	14,695	1,012
Custer	15,521	4,341
Dawson	14,028	305
Deer Lodge	13,266	150
Fallon	13,257	1,183
Fergus	14,008	563
Flathead	29,708	854
Gallatin	24,761	688
Granite	62,032	2,352
Hill	5,755	1,208
Jefferson	11,300	1,217
Lewis and Clark	23,927	1,186
Lincoln	36,415	786
Madison	11,182	826
Meagher	21,282	1,125
Mineral	17,540	8,099
Missoula	37,651	2,610
Musselshell	19,022	413
Park	22,344	1,945
Phillips	4,947	950
Powell	6,344	1,167
Prairie	9,740	2,432
*Ravalli	.....	.....
Richland	9,146	648
Rosebud	39,632	556
Sanders	17,097	340
Sheridan	8,402	1,107
Silver Bow	4,873	511
Stillwater	9,867	1,197
Sweet Grass	60,080	2,950
Teton	14,797	951
Toole	5,523	1,290
Valley	10,723	2,233
Wheatland	16,397	1,901
Wibaux	8,141	2,203
Yellowstone	7,239	1,530

*Statistics not available.

Special Levies

The schools of Montana are better supported today than they have been in the past, but this support is too largely confined to the town and city schools. There is not a school in the state with more than five teachers but is largely supported by local taxation.

The average levy for districts in the state containing town or city schools was eleven mills, (1917-1918) while the average levy for all districts in the state was six and a half

The people of Jefferson City believe in good schools. One of the best arranged and best equipped rural schoolhouses in Montana.

mills. It is the large number of rural districts with little or no levy which brings this average for the state so low. There were no less than 15 school districts in the state (1917-1918) without schools, children or special levies. These districts had a combined assessed valuation of $1,529.-496 left untaxed by a special levy for the education of the children of the state.

Of the 1700 children of the state who were provided with no school in 1917-18, many were in districts which had no special levy.

The average length of school term in 255 districts without any special levy was 110 days, or five and one-half months. These untaxed districts had 280 schools and a com-

bined assessed valuation of $35,065,208. This non-support by local districts affected 6,541 census children and 4,084 children enrolled in the schools of these districts without levy. If a normal 10 mill levy had been put on by the district school boards, in place of no levy at all, it would have given $53.47 to each census child, or $1,252.33 to each school. This would have made it possible for each school to have run a full year of nine months, to have provided adequate equipment and school supplies, to have paid for a well-qualified, professionally trained teacher for each school and to have given the country children increased opportunity for an education. Local initiative without central control by a larger unit of government than the school district has caused many country children to be deprived of their right to an education.

Table 38.

School Districts Without Special Levy (1917-1918).

Number of School Districts	255
Combined Assessed Valuation	$35,065,208
Number of Schools	280
Average Length of Term (days)	110
Number of Census Children	6,541
Number of Children Enrolled	4,084

A ten-mill levy would have given

To Each of the 6541 Children	$ 53.47
To Each School	1252.33

Will Montana continue to permit her children to be neglected?

The following summary of average levies for 1917-18 shows that 13 per cent of the districts had no levy, while 16 per cent of them had more than ten mills.

Table 39.

Tables of Special Levies, 1917-18.

	Districts	Per Cent
No mills	255	13
½ to 5.9 mills	592	29
6 to 9.9 mills	426	21
10 mills	402	20
10.1 to 14.9 mills	214	11
15 to 19.9 mills	84	4
20 mills or over	21	1

Table 37.

The Value of an Education as Determined by Local School Support. Percentage of School Districts with Various Special Levies. (Levies given in number of mills on a dollar) 1917-18.

County	No. of Dists.	No Levy	5 to 5.9 m.	6 to 9.9 m.	10 m.	10.1 to 14.9 m.	15 to 19.9 m.	20 m. or More
Beaverhead	39	48%	39%	10%	3%	....	....	....
Big Horn	10	10	40	20	10	20%	....	....
Blaine	38	14	27	16	32	11	....	....
Broadwater	35	20	54	14	12	....	....	....
Carbon	64	8	22	17	12	19	22%	....
Carter	21	5	15	10	50	10	10	....
Cascade	90	8	54	22	15	1	....	....
Chouteau	83	8	23	30	20	12	7	....
Custer	36	6	52	25	6	8	3	....
Dawson	113	8	12	17	38	17	6	2%
Deer Lodge	15	47	33	13	7	....	....	....
Fallon	30	3	27	30	20	20	....	....
Fergus	172	14	19	22	31	5	6	3
Flathead	71	3	34	26	34	3	....	....
Gallatin	77	23	53	15	6	3	....	....
Granite	23	18	56	22	4	....	....	....
Hill	69	3	6	11	16	52	12	....
Jefferson	30	37	50	3	10	....	....	....
Lewis & Clark	44	9	61	16	7	7	....	....
Lincoln	22	5	23	18	36	13	5	....
Madison	59	18	39	25	10	2	4	2
Meagher	20	50	40	5	5	....	....	....
Mineral	9	....	45	22	11	22	....	....
Missoula	40	15	52	18	10	5	....	....
Musselshell	82	9	23	27	7	23	11	....
Park	61	18	46	28	5	3	....	....
Phillips	31	....	....	13	87	....	....	....
Powell	36	36	41	14	6	3	....	....
Prairie	23	4	44	30	22	....	....	...
*Ravalli	30							
Richland	74	6	3	17	31	22	12	9
Rosebud	50	12	46	22	20	....	....	....
Sanders	16	6	12	32	38	12	....	....
Sheridan	59	....	3	5	24	41	20	7
Silver Bow	9	11	44	45	....	....	....	....
Stillwater	66	15	26	38	9	11	1	....
Sweet Grass	57	24	42	30	4	....	....	....
Teton	61	7	33	31	12	17	....	....
Toole	36	....	8	19	56	17	....	....
Valley	14	7	7	7	57	15	7	....
Wheatland	31	36	29	26	6	3	....	....
Wibaux	30	....	30	30	20	17	....	3
Yellowstone	48	12	19	33	36	....	....	...
Total	2024	Av. 14	31	21	20	10	3	1

*Data not available.

Not only do city and rural districts vary with each other in the tax rate for the support of schools, but the cities and towns of the state vary greatly with each other. This is strikingly shown in the following illustrations of levies for 1917-18.

Table 40.

	Mills		Mills
Deer Lodge	2½	Fairview	23
Anaconda	5	Poplar	23
Dillon	4	Medicine Lake	23
Great Falls	6	Winnett	20
Helena	7	Scobey	19
Butte	8	Plentywood	17

The smaller towns and cities of the state, particularly those in eastern and north-eastern Montana, are suffering more from the unequal burden of taxation than are the larger ones.

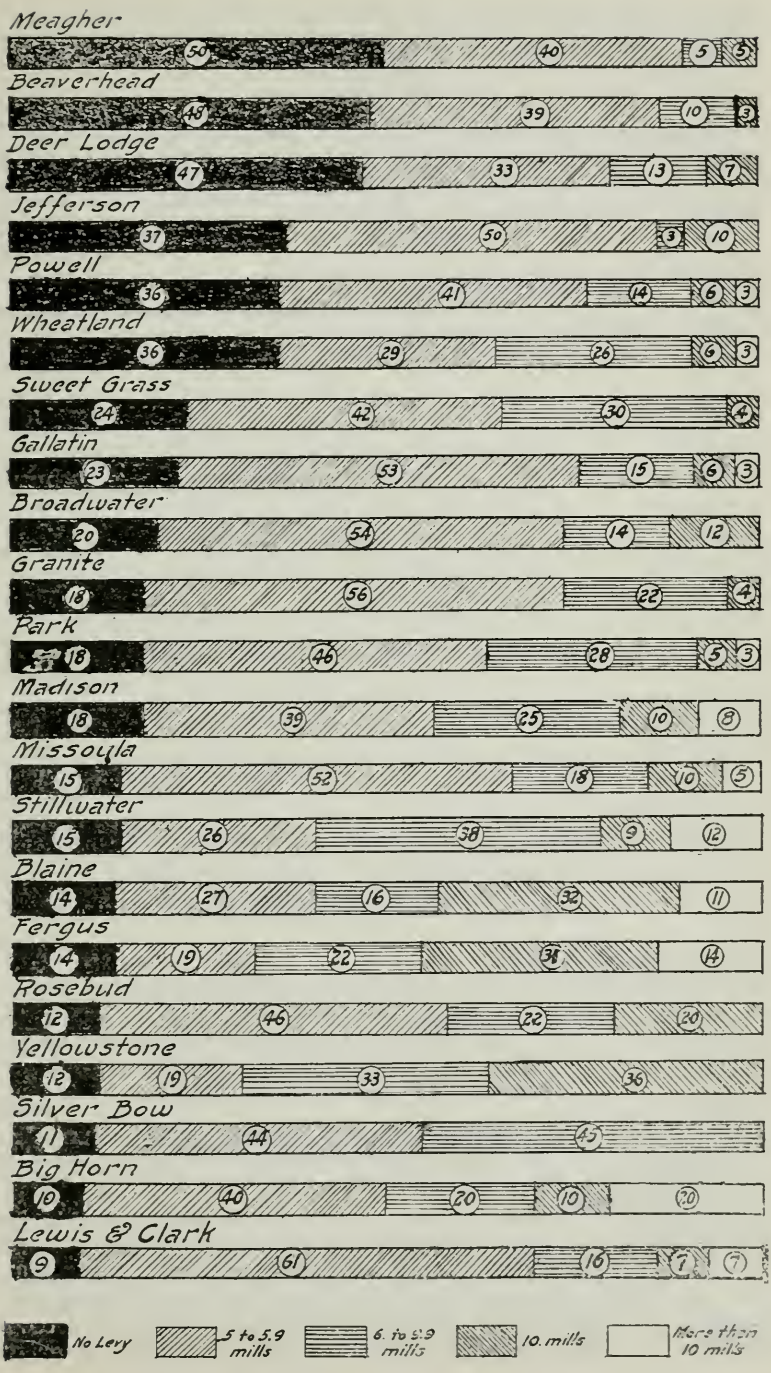
Many modern two-teacher schools are built with movable partitions. Such an arrangement makes community gatherings possible. Blaine county.

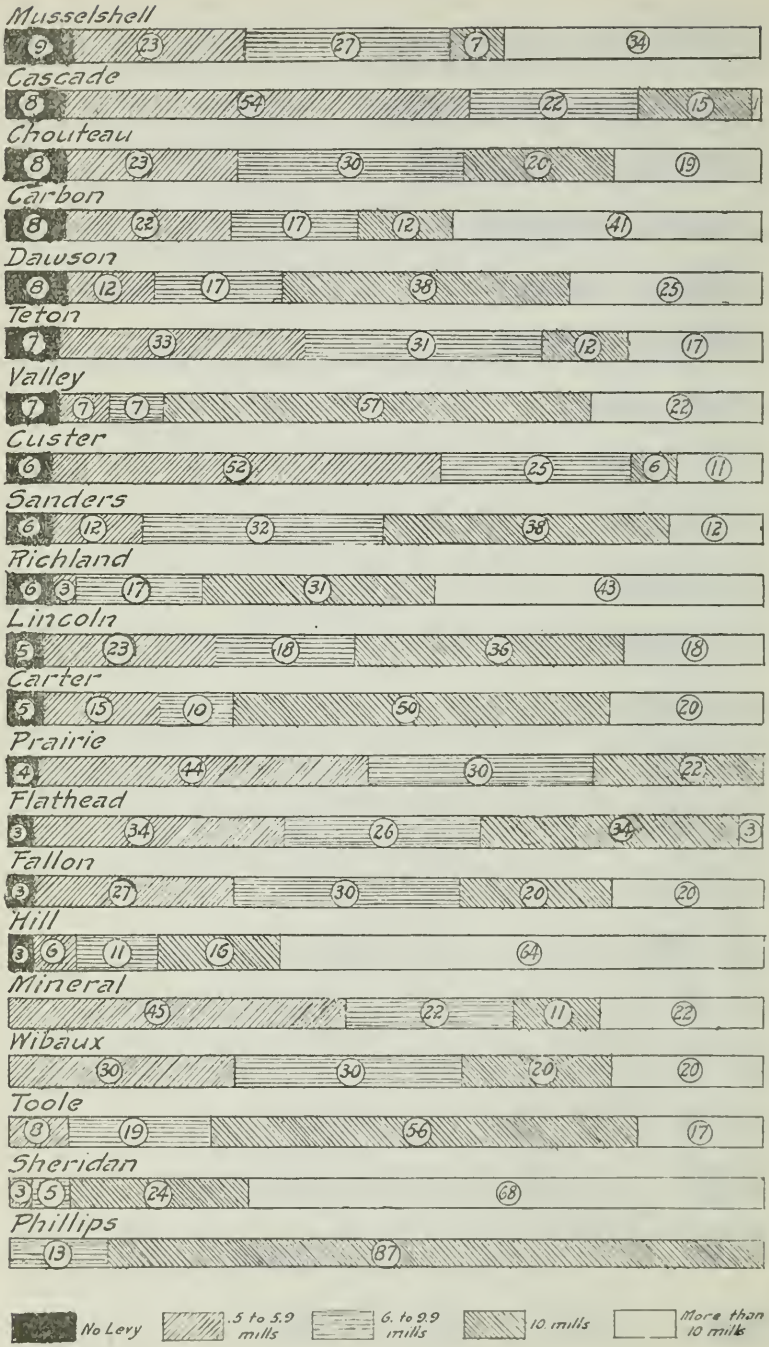
There is almost as great a variation in the average tax rate for school support among the counties of the state. Hill county had the highest average in 1917-18, 13.6 mills. Sheridan followed closely with 13 mills. The lowest average was made by Meagher county with 1.7 mills, while Beaverhead

was the second lowest with 2.1 mills. Not a school district in Silver Bow had even as much as a normal 10 mill special levy, while in Beaverhead, Granite, Meagher and Deer Lodge there was but one district in each paying as much as 10 mills. There were 76 districts in Cascade, 70 in Gallatin, 56 in Park, and 55 in Sweet Grass with less than 10 mills levy, while Hill had 44, Sheridan 40 and Richland 32 districts with more than 10 mills levy. Carbon, Fergus, Musselshell and Chouteau had a large number of districts with more than 10 mills, but also a larger number with less. This unequal burden of taxation for the support of school is unjust to the parent and taxpayer and in consequence the children are not receiving the education that is due them.

In like manner, it is not unusual to find adjoining districts vary greatly in the special levy. This year (1918-19) District 23 in Carbon county has 18 mills, while District 24 adjoining has no levy. In Prairie county District 64 with one school and a valuation of $213,735 has no levy, while District 117 adjoining has 10 mills, 2 schools and $292,354 assessed valuation. These illustrations could be duplicated in almost every county in the state.

Table 37 gives the distribution of special levies in each county expressed in per cent. Pages 117 and 118 give the distribution in graphic form. The range is from 50 per cent of the districts in Meagher county with no levy to 87 per cent of the districts in Phillips with 10 mills and 68 per cent of the districts in Sheridan with more than 10 mills.


Meagher
50
40
5
5
Beaverhead
48
39
10
3
Deer Lodge
47
33
13
7
Jefferson
37
50
3
10
Powell
36
41
14
6
3
Wheatland
36
29
26
6
3
Sweet Grass
24
42
30
4
Gallatin
23
53
15
6
3
Broadwater
20
54
14
12
Granite
18
56
22
4
Park
18
46
28
5
3
Madison
18
39
25
10
8
Missoula
15
52
18
10
5
Stillwater
15
26
38
9
12
Blaine
14
27
16
32
11
Fergus
14
19
22
31
14
Rosebud
12
46
22
20
Yellowstone
12
19
33
36
Silver Bow
11
44
45
Big Horn
10
40
20
10
20
Lewis & Clark
9
61
16
7
7
No Levy
5 to 5.9 mills
6. to 9.9 mills
10. mills
More than 10 mills


Musselshell
9 23 27 7 34
Cascade
8 54 22 15
Chouteau
8 23 30 20 19
Carbon
8 22 17 12 41
Dawson
8 12 17 38 25
Teton
7 33 31 12 17
Valley
7 7 7 57 22
Custer
6 52 25 6 11
Sanders
6 12 32 38 12
Richland
6 3 17 31 43
Lincoln
5 23 18 36 18
Carter
5 15 10 50 20
Prairie
4 44 30 22
Flathead
3 34 26 34 3
Fallon
3 27 30 20 20
Hill
3 6 11 16 64
Mineral
45 22 11 22
Wibaux
30 30 20 20
Toole
8 19 56 17
Sheridan
3 5 24 68
Phillips
13 87
No Levy
.5 to 5.9 mills
6. to 9.9 mills
10. mills
More than 10 mills

EXAMPLES OF DISTRICTS FINANCIALLY UNABLE TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR THEIR CHILDREN.

(1917-1918.)

Beaverhead

On an assessed valuation of $28,657 a ten-mill levy gave District A only 40 per cent of the school money used to support a school for 172 days. A new building is much needed to replace the present old log structure.

Broadwater

With all the money District A could raise from a ten-mill levy on $21,937 valuation, together with some money received from transfers and from county and state apportionments, the district had only enuf money to support a school for 15 children for 56 days.

Carbon

An 18-mill levy on $51,858 valuation gave District A 75 per cent of its school revenue. It supported a school for 146 days for 23 children and paid off the remaining building indebtedness of $824.20.

Carter

Twenty-seven children in District A were too far from any school to attend, altho six schools were maintained, ranging in term length from 98 to 137 days. A ten-mill levy on the district valuation of $29,363 per school room gave 56 per cent of the school money. It was equitably expended for teachers, textbooks, stationery and supplies. library books, fuel and repairs.

In District B one child out of seven could not attend school, altho the district maintained six schools for 45 to 154 days, with a ten-mill levy on $41,263 per teacher valuation. Salary of teachers $60 a month.

Chouteau

District A, with a small balance on hand, had to have a fifteen-mill levy on an assessed valuation of $41,544 to raise 70 per cent of the money needed for a school continuing 157 days for 14 children and close the year without a deficit.

Dawson

If District A were not fortunate in having 86 census children, which gave the district 86 per cent of its school money, it could not have had sufficient funds, with a 10-mill levy on $19,753 assessed valuation to support two schools for 136 days each. A third school is needed, for there were 10 children too far from any school to attend.

Fergus

District A, with assessed valuation of $8,443 per school maintains ten schools for 138 children enrolled. The buildings which were not privately owned were built by donated work and money. Three successive crop failures have added to the hardships of the taxpayers in keeping up a ten-mill levy to give the children even as much as three to four months of school a year.

District B received from the county (four-mill levy) $50 more than it could raise on a 20-mill levy. The district has no school house. It expended nothing for fuel, library books. stationery or

supplies. With two teachers receiving $65 a month 27 children were given from 39 to 62 days of school within the year.

District C received only one-fourth as much from the county and one-seventh as much from the state as it raised on $43,560 valuation with 16-mill special levy. For 18 census children it supported a school for 147 days, paying the teacher $70 a month.

Flathead

One district with a valuation of $23,765 was obliged to make a 14-mill special levy in order to have a nine months' school. The school house was built by donated labor, yard cleared of trees and stumps by donated labor, an extensive playground equipment made by donated labor, fence erected by donated labor, hardwood floor put in by donated labor, sewing machine and excellent pictures purchased by money earned at school entertainments and windows on opposite sides of the schoolhouse changed this past summer to conform to modern principles of lighting. A self-sacrificing teacher has stayed by the district and helped to build up this school even tho appreciative patrons are unable to pay her more than $72 a month. This is one of twenty "Superior Schools" in Montana.

Gallatin

District A could maintain a school only 5½ months for 13 children with a ten-mill levy on $15,140 valuation and the inadequate county and state aid. The teacher was paid only $60 a month.

Jefferson

District A, valuation $34,076 and ten-mill levy, supported a school for 14 children for 105 days, while 6 other children from 8 to 10 miles away were without any school.

Lincoln

District A, valuation $16,640, with a ten-mill levy raised more than one-half of its school funds. It can maintain only 7½ months of school for 16 children without additional outside aid.

Musselshell

District A received only $77 from the state and $207.20 from the county. On a low valuation of $44,207 it raised with a high special levy of 16 mills enuf more ($352.31) to support a school for 98 days for 20 children and carry a burden of $1,697.40 indebtedness for a new building and equipment.

District B expended $592 for a teacher, $100 for fuel, and $178.30 for needed school supplies and interest on debt. It gave eleven children 155 days of school. Without a 15½ mill levy on its valuation of only $25,487 this would not have been possible.

Park

District A, valuation $25 285, with a special levy of 10 mills raised one-half of its school money. Teacher's yearly salary $353. Without additional levy or outside aid 16 children will continue to have only 7½ months of school a year.

Phillips

In District A three teachers received an average salary of $60. A levy of 10 mills on $26,235 valuation and insufficient county and state apportionments resulted in short terms and a balance of $3.68.

Richland

District A supported a school for 174 days for 22 children. It had a special levy of 27 mills, producing 73 per cent of all receipts of school money. Without this levy the district could not have provided adequately for all the needs of the school.

District B, assessed valuation $54,503, special levy 10 mills, supported two four-months' school for 30 children, the teachers receiving $426, or $213 each. Inspection revealed gross lack of even the most necessary equipment and only a few textbooks were provided in the way of materials and supplies.

District C supported two school for 34 children, one for three and the other for five months. The two teachers received $540. A special levy of 20 mills on $21,404 valuation gave $120 less than was received from the four-mill county levy.

Sheridan

To have 173 days of school for 88 children with three teachers employed, District A put on a special levy of 23 mills on its low valuation, and incurred a deficit of $1168.52 by the end of the year.

In contrast with it, because of its very high valuation, District B could employ two teachers for 20 children and have 196 days of school on a 2-mill special levy, and have a balance of $834.02 at the end of the year.

Stillwater

Sixty per cent of the money used in District A to pay $512 to a teacher and meet other expenses of a school for 18 children for 7½ months came from a 13-mill levy on $48,669 district valuation.

Valley

District A, valuation $44,090, with 11-mills special levy, gave 11 children 6½ months of school. 60 per cent of the money came from the district. With a bonded indebtedness of $1200 for a new building longer terms were impossible without greater financial support from outside the district.

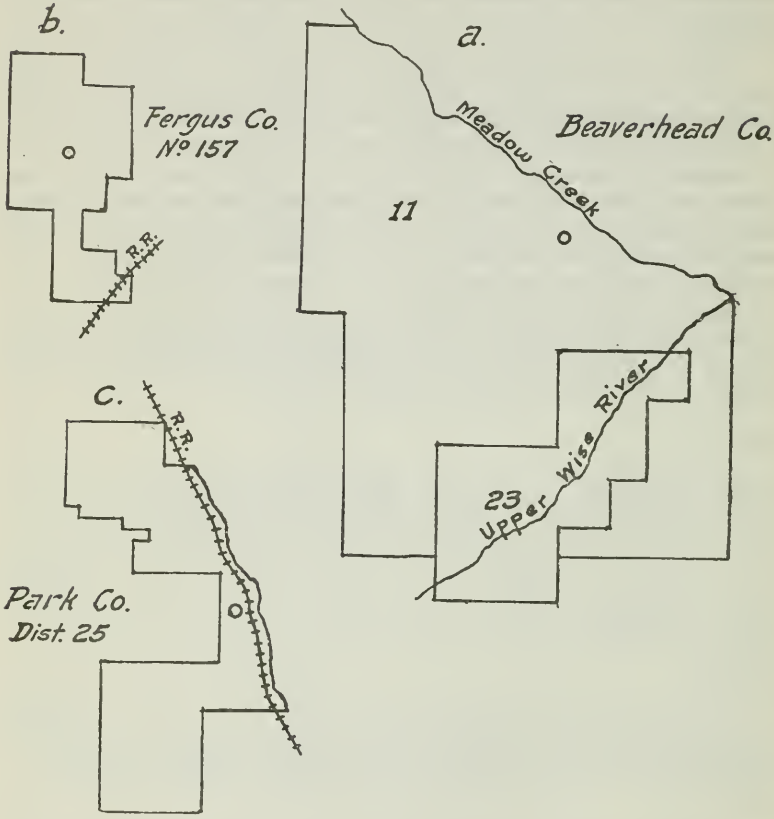
Wibaux

District A began the school year with $12.50 in the treasury. A 14-mill levy on $34,464 valuation made 70 per cent of the school money. Ten children attended a seven-months' school. The teacher was paid $60 a month. At the end of the year there was a deficit in the treasury of $129.46.

District B had to have an 18-mill levy on its assessed valuation of $39,821 to have 6½ months of school for 14 children.

EIGHT GERRYMANDERED SCHOOL DISTRICTS

Scale, 1″=4 mi.

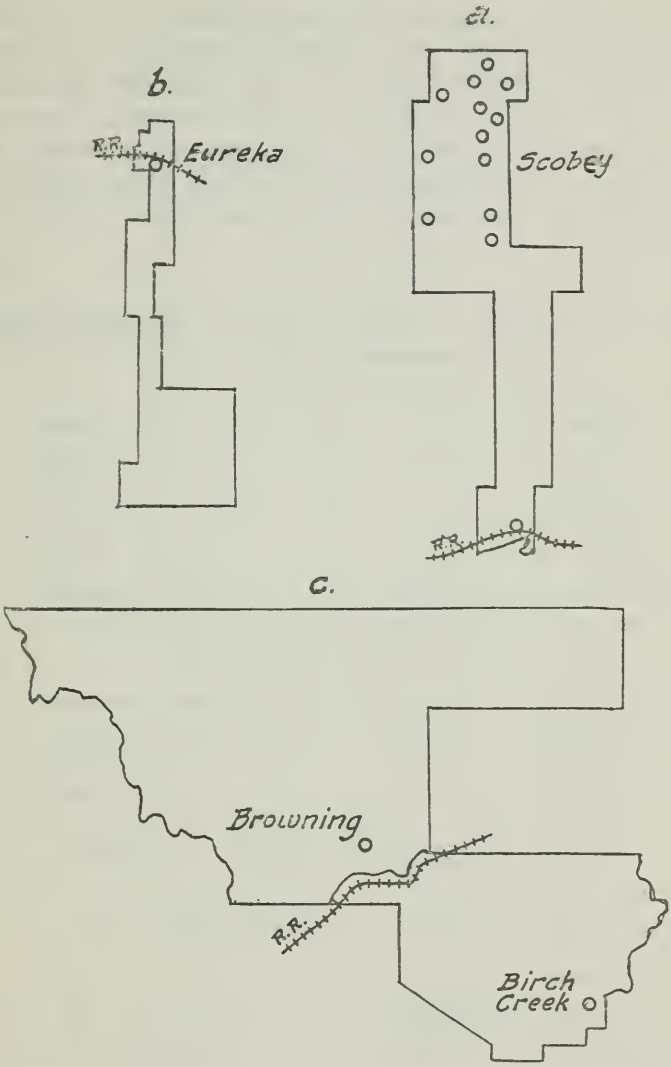


A. Beaverhead county. Because the trustees refused a school to 10 children in Upper Wise Creek district (No. 23), it was created by petition out of Meadow Creek district (No. 11), leaving an awkard strip on either side of the new district belonging to District No. 11.

B. Fergus county. District No. 157, extends outward by a narrow neck of land to get a bit of railroad which makes up three-eighths of its valuation. This is typical of many others in the state.

C. Park county. By gerrymandering Electric district (No. 25), has $66,220 railroad valuation, almost double that of other property.

Scale 1″=24 miles.



A. Sheridan county. Scobey district (No. 1), over sixty miles in length reaches south across a reservation for $156,039 of railroad valuation for partial support of the Scobey and neighboring rural schools

B. Lincoln county. Eureka district (No. 13), of the district, extends 48 miles south across mountain ranges to take in valuable forest areas in its large southern portion.

C. Teton county. Browning district (No. 9), without railroad has five teachers and raises $2927.37 by a 10-mill special levy, while Birch Creek district (No. 13), with 18 miles of railroad valued at $317,867 and lying just across a branch of Cut Bank Creek opposite Browning, has one teacher and raises $1349.63 on a 2-mill special levy. The railroad benefits Birch Creek school 40 miles away, and not the Browning school which is in sight of it.

Educational Measures in Which Montana Is Behind Other Western States

Length of school term required by law:

California	8 mo.
Arizona	8 mo.
Idaho	7 mo.
North Dakota	7 mo.
Washington	6 mo.
Oregon	6 mo.
Montana	4 mo.

Educational qualifications for county superintendents:

North Dakota—(Graduate of college of normal school. two years of teaching experience.)

Wyoming—At least a first grade certificate.

Utah—Teachers' certificate and three years' teaching experience.

Idaho—State or life diploma and two years' teaching experience.

Washington—(At least first grade certificate. Two months' teaching experience.)

Oregon—(At least first grade certificate. Nine months' teaching experience in the state.)

Montana—None.

County superintendency taken out of politics:

Utah.
New Mexico.

State aid for poor districts:

Idaho.
California.
North Dakota.

More equitable methods for apportioning school funds:

California—Per teacher and attendance basis.
Idaho—Per teacher and census basis.
Washington—Attendance.

Certification of teachers by state only:

Idaho	Utah
Washington	New Mexico
Wyoming	Arizona
North Dakota	Oregon
South Dakota	Nevada

The Nation Awake to Public School Needs

Had it not been for the World War it is doubtful if America or any of the belligerent countries would have known their strength and weaknesses as they do today. We have been compelled to take a survey of ourselves and as a result the whole country has been shocked to find that there are 700,000 male illiterates between twenty-one and thirty-one years of age, 13,315,886 foreign born persons in the United States, or one out of every seven persons of the entire population, and that 29 per cent of the total number of men actually examined for military service were rejected because of physical unfitness. The problem of combating ignorance and physical defects is one of education—education for all.

Thotful people all over the country have realized that we could never have a democratic school system in which opportunities for education are equalized if the initiative and responsibility for furnishing good schools are left entirely to individual districts, counties, or even states. The problem of educating all children is a national one, for a country can not be great if there are spots in which ignorance, poverty, vice and physical unfitness prevail.

Congress is awake to this huge national problem and in the most comprehensive and important educational bill ever presented to that body it is proposed to appropriate $100,000.000.00.

1. For the removal of illiteracy.
2. For the Americanization of foreigners.
3. For the equalization of educational opportunities within the several states, particularly in rural and village schools.
4. To cooperate with the states in the promotion of physical and health education and recreation.
5. To extend and improve the facilities for the preparation of teachers for public schools and particularly the rural schools.
6. To create an Executive Department known as the Department of Education, with a Secretary in the President's Cabinet.

The bill provides that the amount appropriated shall be apportioned to the several states in proportion to the needs as revealed by the last census. In order to receive the benefit of the Federal appropriation provided for in this bill, a state

must meet its apportionment dollar for dollar. Montana's allotment would be:

1. $1694.90 annually for the education of its illiterates.
2. $52,565.72 annually for the Americanization of immigrants.
3. $380,088.54 annually "for the improvement of public schools with the definite aim of extending school terms and of stimulating state and local interest in improving thru better instruction and gradation and through consolidation and supervision, the rural schools and the schools in sparsely settled localities" on the basis of the number of teachers employed.
4. $81,791.52 annually for physical and health education.
5. $114,017.10 annually for the preparation of teachers for the schools, particularly the rural schools.

The total Federal appropriation for Montana, would be, if this bill passes, $630,157.78 which must be met by an equal appropriation by the state, if Montana wishes to take advantage of its provisions, thus making a total of $1,260,315.56 available to meet our great educational problems.

If this bill becomes a law will Montana continue to allow 1700 children to go without schools? Will Montana still provide only the most meagre school terms for over 10,000 children? Will Montana be satisfied to have 1500 untrained teachers in charge of the future citizens of the state? Will Montana continue to pay more to dish washers, sheep herders, and truck drivers than to her teachers? Will Montana be willing to allow 3900 teachers to go practically unsupervised? Will Montana refuse to provide for the education of 14,457 illiterates? Will Montana neglect to take advantage of a plan to Americanize her 94,713 immigrants?

France's Message to the United States.

"Do not let the needs of the hour, however demanding, or its burdens, however heavy, or its perils, however threatening, or its sorrows, however heartbreaking, make you unmindful of the defense of tomorrow, of those disciplines through which the individual may have freedom, through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and strengthened. Conserve, endure taxation and privation, suffer and sacrifice to assure to those whom you have brought into the world that it shall be not only a safe place but a happy place for them."

Table No. 41.

STATISTICAL HISTORY OF THE CLASS OF 1917

DISTRICT HIGH SCHOOLS	As Ninth Grade 1913-14			As Tenth Grade 1914-15			As Eleventh Grade 1915-16			As Twelfth Grade 1916-17			Graduates 1917		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Anaconda	51	62	113	34	58	92	25	37	62	12	33	45	11	33	44
Baker	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Belgrade	7	14	21	3	9	12	4	8	12	4	5	9	4	9	13
Belt	18	14	32	11	7	18	9	4	13	8	3	11	7	3	10
Billings	59	59	148	44	90	134	29	68	97	20	61	81	20	61	81
Bridger	1	11	12	0	7	7	0	7	7	0	8	8	0	8	8
Butte	113	131	244	92	106	198	90	106	196	70	101	171	48	66	114
Chinook	17	14	31	15	10	25	14	14	28	5	9	14	5	9	14
Columbia Falls	5	8	13	4	4	8	5	3	8	4	3	7	4	3	7
Columbus	7	18	25	4	17	21	3	15	18	2	15	17	2	14	16
Conrad	8	11	19	6	10	16	4	12	16	3	10	13	1	6	7
Cut Bank	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eureka (Lincoln Co.)	6	9	15	5	4	9	3	5	8	1	5	6	0	4	4
Forsyth	13	10	23	8	7	15	5	3	8	5	3	8	5	3	8
Fromberg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glasgow	7	15	22	5	9	14	10	10	20	12	9	21	12	9	21
Great Falls	109	126	235	46	69	115	31	55	86	34	63	97	29	59	88
Hamilton	22	26	48	7	21	28	8	13	21	6	14	20	6	14	20
Harlowton	10	7	17	6	5	11	6	4	10	4	3	7	4	3	7
Havre	21	21	42	11	15	26	6	12	18	7	11	18	5	9	14
Helena	68	85	153	27	61	88	58	23	81	16	51	67	11	44	55
Joliet	3	11	14	2	5	7	2	5	7	7	7	14	7	7	14
Laurel	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Libby	10	12	22	7	6	13	3	9	12	2	8	10	2	8	10
Manhattan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Moore	4	10	14	5	6	11	5	5	10	3	3	6	3	3	6
Plains	9	10	19	2	7	9	2	3	5	2	3	5	2	3	5
Polson	8	19	27	9	12	21	8	11	19	7	12	19	7	12	19
Pony	6	3	9	5	4	9	0	2	2	0	2	2	0	2	2
Roundup	8	8	16	2	7	9	4	5	9	4	4	8	4	4	8
Sheridan	11	14	25	2	7	9	2	5	7	1	4	5	1	4	5
Sidney	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stanford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stevensville	11	14	25	3	14	17	4	10	14	2	9	11	2	9	11
Terry	4	7	11	4	4	8	4	5	9	4	5	9	4	5	9
Thompson Falls	8	5	13	6	3	9	6	1	7	5	2	7	4	1	5
Three Forks	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Valier	4	4	8	5	3	8	4	2	6	2	3	5	2	3	5
Victor	12	11	23	9	5	14	4	7	11	4	4	8	4	4	8
Virginia City	2	5	7	3	4	7	1	2	3	1	1	2	0	1	1
Whitefish	2	10	12	3	5	8	5	6	11	3	3	6	3	3	6
Whitehall	3	7	10	2	8	10	4	5	9	2	5	7	2	5	7
Wihaux (Wibaux Co.)	10	9	19	4	0	4	5	2	7	5	1	6	4	1	5
	657	830	1487	401	609	1010	373	484	857	267	483	750	225	432	657
County High School Totals	381	516	897	300	391	691	240	316	556	185	275	460	178	246	424
	1038	1346	2384	701	1000	1701	613	800	1413	452	758	1210	403	678	1081

STATISTICAL HISTORY OF THE CLASS OF 1918.

DISTRICT HIGH SCHOOLS	As Ninth Grade 1914-15			As Tenth Grade 1915-16			As Eleventh Grade 1916-17			As Twelfth Grade 1017-18			Graduates 1918		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Anaconda	64	73	137	37	95	82	30	30	60	25	24	49	23	23	46
Baker	4	9	13	4	12	16	2	6	8	2	8	10	2	8	10
Belgrade	9	6	15	7	3	10	6	3	9	5	4	9	5	2	7
Belt	6	14	20	7	8	15	5	9	14	6	7	13	6	6	12
Billings	85	117	202	97	113	210	45	59	104	25	45	70	24	39	63
Bridger	3	9	12	2	10	12	3	7	10	3	4	7	3	4	7
Butte	124	159	283	82	114	196	50	80	130	47	80	127	48	79	127
Chinook	8	12	20	6	11	17	4	4	8	3	7	10	3	7	10
Columbia Falls	2	8	10	2	7	9	2	5	7	4	4	8	4	3	7
Columbus	7	8	15	7	7	14	6	7	13	4	7	11	3	7	10
Conrad	6	8	14	5	5	10	4	3	7	3	4	7	3	4	7
Cut Bank	4	6	10	3	7	10	1	4	5	1	3	4	1	3	4
Eureka (Lincoln Co.)	9	10	19	11	8	19	6	7	13	6	9	15	6	9	15
Forsyth	10	21	31	8	16	24	6	8	14	4	9	13	4	4	13
Fromberg	2	5	7	3	3	6	3	2	5	3	2	5	2	1	3
Glasgow	9	15	24	7	14	21	4	7	11	5	14	19	2	10	12
Great Falls	121	152	273	71	102	173	38	69	107	32	49	81	23	43	66
Hamilton	34	29	63	16	21	37	12	13	25	9	18	27	9	18	27
Harlowton	7	6	13	1	6	7	2	3	5	0	5	5	0	5	5
Havre	36	49	85	22	40	62	15	34	49	9	23	32	9	18	27
Helena	68	83	151	79	47	126	42	56	98	21	48	69	17	43	60
Joliet	6	2	8	6	2	8	6	7	13	4	5	9	4	5	9
Laurel	9	10	19	7	5	12	5	6	11	4	5	9	4	3	7
Libby	8	16	24	5	7	12	7	6	13	4	8	12	3	9	12
Manhattan	7	5	12	1	2	3	2	0	2	4	4	8	4	4	8
Moore	8	8	16	6	6	12	3	7	10	4	7	11	2	7	9
Plains	10	7	17	5	5	10	3	3	6	3	4	7	2	4	6
Polson	7	12	19	5	11	16	5	12	17	4	9	13	4	9	13
Pony	1	5	6	2	5	7	1	3	4	1	6	7	1	5	6
Roundup	10	13	23	6	12	18	6	11	17	5	9	14	5	9	14
Sheridan	11	11	22	9	6	15	3	3	6	3	3	6	1	3	4
Sidney	9	15	24	6	13	19	5	17	22	4	8	12	3	8	11
Stanford	4	1	5	17	7	24	1	3	4	0	2	2	0	2	2
Stevensville	29	10	39	5	5	10	13	6	19	9	6	15	3	6	9
Terry	6	4	10	4	1	5	4	1	5	4	1	5	2	1	3
Thompson Falls	6	6	12	2	4	6	5	2	7	1	2	3	1	2	3
Three Forks	12	7	19	7	7	14	2	8	10	0	6	6	0	6	6
Valier	2	5	7	2	2	4	4	2	6	4	2	6	4	2	6
Victor	7	10	17	8	7	15	5	5	10	1	5	6	1	5	6
Virginia City	4	5	9	1	2	3	0	2	2	0	2	2	0	2	2
Whitefish	9	10	19	5	9	14	5	12	17	1	4	5	1	4	5
Whitehall	6	10	16	10	8	18	5	2	7	3	4	7	2	4	6
Wihaux (Wibaux Co.)	13	9	22	6	5	11	3	3	6	2	2	4	0	0	0
	802	980	1782	602	730	1332	379	527	916	282	478	760	244	441	685
County High School Totals	446	560	1006	334	466	800	253	378	631	168	331	499	139	308	447
	1248	1540	2788	936	1196	2132	632	915	1547	450	809	1259	383	749	1132

Table No. 42

STATISTICAL HISTORY OF THE CLASS OF 1917.

COUNTY HIGH SCHOOLS	As Ninth Grade 1913-14			As Tenth Grade 1914-15			As Eleventh Grade 1915-16			As Twelfth Grade 1916-17			Graduates 1917		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Beaverhead County	16	22	38	17	23	40	11	16	27	6	15	21	5	13	18
Broadwater County	15	17	32	9	10	19	7	[illegible]	[illegible]	5	9	14	2	4	6
Carbon County	14	26	40	12	26	38	11	5	[illegible]	11	17	28	10	16	25
Chouteau County	9	11	20	8	5	13	6	9	15	6	8	14	5	9	14
Custer County	33	36	69	21	21	42	17	19	36	16	20	36	16	20	36
Dawson County	18	26	44	9	11	20	6	7	13	5	6	11	5	6	11
Fergus County	21	47	68	31	32	63	20	25	45	18	24	42	18	24	42
Flathead County	52	70	122	47	63	110	39	48	87	30	39	69	30	39	69
Gallatin County	51	52	103	38	48	86	35	49	84	28	35	63	33	28	61
Granite County	4	13	17	4	9	13	3	8	11	1	5	6	1	5	6
Jefferson County	4	5	9	8	4	12	7	2	9	2	4	6	4	2	6
Missoula County	73	77	170	48	69	117	28	52	80	21	39	60	17	32	49
Park County	28	41	69	19	34	53	20	25	45	17	22	39	15	18	33
Powell County	11	16	27	5	12	17	5	13	18	3	12	15	3	10	13
Sweet Grass County	19	27	46	18	21	39	12	22	34	10	18	28	10	18	28
Teton County	13	10	23	6	3	9	9	1	10	6	2	8	4	2	6
Totals	381	516	897	300	391	691	240	316	556	185	275	460	178	246	424

STATISTICAL HISTORY OF THE CLASS OF 1918.

	As Ninth Grade 1914-15			As Tith Grade 1915-16			As Eleventh Grade 1916-17			As Twelfth Grade 1917-18			Graduates 1918		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Beaverhead County	22	23	45	24	25	49	9	11	20	4	13	17	3	11	14
Broadwater County	8	13	21	8	13	21	5	10	15	5	9	14	5	9	14
Carbon County	23	25	48	15	23	38	11	20	31	6	13	19	6	13	19
Chouteau County	7	19	26	6	10	16	7	14	21	6	13	19	6	8	14
Custer County	31	37	68	27	36	63	22	30	52	15	22	37	13	19	32
Dawson County	5	10	15	4	15	19	2	11	13	0	7	7	0	7	7
Fergus County	28	64	92	21	48	69	24	47	71	16	40	56	12	37	49
Flathead County	75	77	152	52	64	116	33	38	71	25	41	66	21	40	61
Gallatin County	86	76	162	62	64	126	50	65	115	38	62	100	27	56	83
Granite County	10	27	37	8	19	27	6	18	24	4	10	14	4	10	14
Jefferson County	4	11	15	2	8	10	8	3	11	3	6	9	2	6	8
Missoula County	88	108	196	61	67	128	37	58	95	23	43	66	23	43	66
Park County	21	30	51	20	41	61	15	24	39	8	21	29	4	19	23
Powell County	10	11	21	5	7	12	4	5	9	2	6	8	1	5	6
Sweet Grass County	17	21	38	12	20	32	12	20	32	9	18	27	9	18	27
Teton County	11	8	19	7	6	13	8	4	12	4	7	11	3	7	10
Totals	446	560	1006	334	466	800	253	378	631	168	331	499	139	308	447

Table No. 4.

Financial Statistics of the Largest Four-Year HighSchool in Each County Not Having a County High School, fo the Years

NAME OF SCHOOL	NAME OF COUNTY	1916-17 SALARIES Principal	1916-17 SALARIES Average Men	1916-17 SALARIES Average Women	1916-17 Cost per Student	1916-17 Dist. Levy in Mills	1817-18 SALARIES Principal	1817-18 SALARIES Average Men	1817-18 SALARIES Average Women	1817-18 Cost per Student	1817-18 District Levy in Mills	County Levy for High Schools, Mills	Distribution per Day per Pupil of Co. Funds for High Schools
Alberton	Mineral	$1,320.00	.....	$ 986.66	$139.75	1	$1,800.00	.....	$1,010.00	$159.85	4	½	.487
Anaconda	Deer Lodge	2,000.00	1,150.00	1,150.00	79.12	..	.....	$1,250.00	1,291.66	.....	..	3	.645
Baker	Fallon	1,200.00	.....	935.50	75.00	2	1,350.00	1,100.00	832.50	109.02	1	1¼	.84
Billings	Yellowstone	2,300.00	1,390.00	1,146.66	90.00	..	2,400.00	1,587.50	1,194.44	88.20	.....	3	.562
Butte	Silver Bow	3,000.00	1,534.38	1,426.66	.....	..	3,100.00	1,616.66	1,482.75	.....	.....	0	.0
Chinook	Blaine	1,500.00	900.00	911.25	.....	..	1,600.00	1,000.00	918.00	.....	.....	1⅛	.469
Columbus	Stillwater	1,800.00	.....	755.71	121.72	..	1,800.00	1,012.50	837.00	156.63	.....	2	.94
Culbertson	Sheridan	1,400.00	.....	780.00	100.00	4	1,400.00	.....	798.75	100.00	4	2½	1,481
Forsyth	Rosebud	1,600.00	1,150.00	960.00	112.00	..	1,712.00	.....	1,050.28	130.00	2	2	1.21
Glasgow	Valley	1,250.00	1,150.00	1,075.00	75.00	3	2,600.00	1,375.00	1,200.00	.....	..	1¼	.61
Great Falls	Cascade	2,500.00	1,475.00	1,257.50	75.00	..	2,600.00	1,570.00	1,420.37	.....	3	3	.875
Hamilton	Ravalli	2,200.00	1,500.00	982.50	62.00	3	2,200.00	1,500.00	976.66	66.40	3	3	.415
Hardin	Big Horn	1,600.00	900.00	945.00	.....	7	1,700.00	900.00	930.00	113.00	..	0	.0
Harlowton	Wheatland	1,800.00	1,125.00	930.00	.....	..	1,575.00	1,500.00	1,035.00	.....	1	0	.0
Havre	Hill	1,500.00	1,166.66	1,042.85	86.70	5	1,500.00	1,250.00	1,105.55	.....	3	1	.362
Helena	Lewis & Clark	*	*	*	*	*	2,900.00	1,675.00	1,675.00	.....	.....	2	.647
Malta	Phillips	1,260.00	.....	792.50	95.35	..	1,700.00	855.00	.....	.....	½	½	.5090
Plains	Sanders	1,500.00	.....	900.00	.....	..	1,550.00	1,000.00	793.75	125.00	⅝	.....	.4608
Roundup	Musselshell	1,250.00	1,000.00	1,000.00	107.50	3	1,400.00	1,000.00	1,090.00	120.00	1¼	1¼	.65
Shelby	Toole	1,500.00	.....	*.....	135.00	..	1,623.00	900.00	855.00	110.00	.	¾	1.09
Sheridan	Madison	1,500.00	.....	832.50	74.80	..	1,500.00	.....	900.00	98.90	..	1	.9039
Sidney	Richland	1,500.00	1,125.00	795.00	62.25	3	1,800.00	1,140.00	963.00	98.81	1.1	2	.935
Terry	Prairie	1,800.00	.....	855.00	90.00	1	1,800.00	900.00	855.00	75.00	1	1	.99
White Sul. Spgs.	Meagher	1,820.00	.....	900.00	.....	6	1,500.00	.	855.00	.....	6	0	.0
	Average	$1,699.99	$1,197.37	$ 970.91			$1,874.35	$1,220.74	$1,042.00				

*No report

Table No. 44.

Financial Statistics of Montana County High Schools

NAMES OF SCHOOLS	1916-1917 —SALARIES OF TEACHERS— Principal	Average Men	Average Women	Cost Per Student	Mills Levy	1917-1918 —SALARIES OF TEACHERS— Principal	Average Men	Average Women	Cost Per Student	Mills Levy
Beaverhead	$2,400.00	$1,237.50	$1,257.14	$150.00	2	$2,400.00	$1,333.33	$1,275.00	$154.80	2
Broadwater	1,800.00	1,200.00	990.00	.....	2½	1,900.00	1,200.00	1,081.00	.....	3
Carbon	2,400.00	1,350.00	1,070.00	.....	3	2,800.00	1,200.00	1,163.33	88.00	4½
Chouteau	1,800.00	1,500.00	983.33	.....	1¼	2,400.00	1,700.00	1,140.00	.....	1¼
Custer	2,000.00	1,350.00	1,210.00	103.00	2	2,200.00	1,350.00	1,111.11	.....	2
Dawson	3,000.00	1,600.00	916.66	120.90	2	3,000.00	1,537.50	1,100.00	133.05	1¼
Fergus	3,000.00	1,566.66	1,345.45	96.10	2	3,000.00	1,683.33	1,420.83	118.00	3
Flathead	2,750.00	1,400.00	1,175.33	65.46	5	2,750.00	1,435.70	1,153.57	.....	4½
Gallatin	2,500.00	1,350.00	1,131.81	.....	3	2,500.00	1,475.00	1,187.50	98.00	3
Granite	1,800.00	1,125.00	1,125.00	.....	.....	1,800.00	1,125.00	1,125.00	235.00	3½
Jefferson	1,800.00	1,100.00	1,166.66	162.74	3	1,800.00	1,300.00	1,225.00	175.47	3
Lincoln	1,800.00	1,035.00	795.00	.....	4½	2,200.00	1,200.00	1,000.00	114.00	4
Missoula	3,000.00	1,462.50	1,373.84	86.02	3¼	3,000.00	1,462.50	1,373.84	89.00	3
Park	2,400.00	1,510.00	1,038.57	.....	3	2,500.00	1,575.00	1,177.77	114.34	4
Powell	2,000.00	.....	1,200.00	192.00	2	2,000.00	1,800.00	1,107.14	118.00	2½
Sweet Grass	2,000.00	1,100.00	1,025.00	130.00	3½	2,000.00	1,166.66	1,040.00	.....	4
Teton	2,100.00	.....	1,162.25	161.35	2	2,300.00	.....	1,100.00	140.32	2
Wibaux	1,800.00	990.00	742.25	166.66	2	2,000.00	1,000.00	790.00	111.29	2
Average	$2,241.66	$1,304.79	$1,094.90			$2,359.44	$1,384.94	$1,142.83		

Table No. 45.

Summary of Statistics of High Schools, Year 1917-18

No. Years Accredited	NAME OF SCHOOL	TAUGHT: Number Months	TAUGHT: Number Days	ENROLLMENT: IX Grade	ENROLLMENT: X Grade	ENROLLMENT: XI Grade	ENROLLMENT: XII Grade	ENROLLMENT: Specials	GRAND TOTAL: Boys	GRAND TOTAL: Girls	GRAND TOTAL: Total	Av. Daily Attend.	GRADUATES: Boys	GRADUATES: Girls	GRADUATES: Total	TEACHERS: Men	TEACHERS: Women	TEACHERS: Total	Manual Training	Commercial	Agriculture	Home Economics	Trade and Industry	Normal Training
3	Absarokee	9	175	26	7	2	...	...	11	24	35	28	...	...	...	1	1	2	...	...	...	...	...	...
4	Alberton	10	184	9	8	4	2	...	11	12	23	16.9	0	0	0	1	2	3	...	...	...	1	...	...
4	Anaconda	10	187	176	78	58	49	1	179	183	362	305	23	23	46	3	18	21	1	2	...	1	...	...
2	Antelope	9	174	7	1	...	...	...	3	5	8	6	...	...	...	1	0	1	...	...	...	...	...	...
3	Arlee	9	174	4	1	2	...	...	1	6	7	5	...	...	...	1	1	2	...	...	...	...	...	...
3	Augusta	9	180	8	6	2	...	...	7	9	16	15.3	...	...	...	0	2	2	...	...	...	...	...	...
2	Bainville	9	174	8	6	...	...	...	6	8	14	8.48	...	...	...	1	1	2	...	...	...	...	...	...
4	Baker	9	164	24	17	5	10	1	20	37	57	45.97	2	8	10	2	2	4	...	1	...	...	...	...
2	Bear Creek	9	172	6	4	...	...	...	3	7	10	7.8	...	...	...	1	0	1	...	...	...	...	...	...
4	Beaverhead County	9	180	69	28	21	17	9	58	86	144	102	3	11	14	4	6	10	...	1	1	1	...	...
4	Belgrade	9	171½	23	19	9	9	5	37	28	65	44.6	5	2	7	2	3	5	1	1	...	1	...	...
4	Belt Valley	9	173	49	21	11	13	8	37	65	102	85.6	6	6	12	3	5	8	1	1	1	1	...	...
4	Big Sandy	9	174	22	12	9	1	...	19	25	44	32.5	1	0	1	0	4	4	...	...	...	...	...	...
4	Billings	9½	179	222	153	145	70	11	265	336	601	473.5	24	39	63	6	19	25	2	2	...	2	...	...
2	Box Elder	9¼	175	11	...	3	...	...	5	9	14	10	...	...	...	0	1	1	...	...	...	...	...	...
4	Bridger	9¼	165	18	10	7	7	1	16	27	43	36	3	4	7	1	2	3	...	...	...	...	...	...
4	Broadview	9	171	7	6	4	3	...	9	11	20	16.44	1	1	2	1	3	4	1	1	...	...	...	...
4	Broadwater County	9	175	24	18	16	14	2	27	47	74	59.88	5	9	14	2	5	7	1	1	...	1	...	...
2	Brockway	9	176	7	4	...	...	...	7	4	11	9.09	...	...	...	1	0	1	...	...	...	...	...	...
2	Buffalo	9	174	6	3	...	...	...	5	4	9	5.8	...	...	...	1	0	1	...	...	...	...	...	...
4	Butte	9½	172½	544	270	186	127	...	480	647	1127	890	48	79	127	14	30	44	4	6	...	2	...	...
4	Butte Business College	12	248	9	10	7	1	...	23	4	27	...	1	0	1	3	2	5	...	...	...	...	...	...
4	Butte Central (Catholic)	10	200	105	77	50	72	...	125	179	304	...	22	50	72	8	10	18	...	1	...	...	...	...
2	Bynum	9	166½	9	3	...	...	...	3	9	12	6.7	...	...	...	1	0	1	...	...	...	...	...	...
2	Camas Prairie	9	171	4	5	3	1	...	5	8	13	12.6	1	0	1	1	1	2	...	...	...	...	...	...
4	Carbon County	9	175	77	56	35	19	...	71	116	187	166.5	6	13	19	2	7	9	...	1	...	1	...	...
1	Carter	9	172	5	...	...	...	...	1	4	5	4	...	...	...	0	1	1	...	...	...	...	...	...
3	Cascade	9	172	13	5	...	6	...	14	10	24	20.3	3	3	6	2	3	5	1	...	...	1	...	...
3	Chester	9	175	15	...	4	1	...	8	12	20	12.8	0	1	1	2	2	4	...	...	1	1	...	...
4	Chinook	9	175	27	22	19	10	...	28	50	78	67	3	7	10	1	6	7	1	1	...	1	...	...
4	Chouteau County	10	177	23	14	16	19	8	30	50	80	66.6	6	8	14	3	6	9	1	1	...	1	...	...
3	Clyde Park	9	172	6	3	...	2	...	2	9	11	10	0	2	2	0	2	2	...	...	...	...	...	...
2	Collins	9	173	6	3	...	...	...	5	4	9	6.3	...	...	...	1	1	2	...	...	...	...	...	...
4	Columbia Falls	9	174½	24	11	13	8	1	20	37	57	42	4	3	7	2	4	6	1	...	...	1	...	...
4	Columbus	9	169	24	17	11	11	5	25	43	68	54.79	3	7	10	3	4	7	1	1	...	1	...	...
4	Conrad	9	155	23	21	9	7	...	26	34	60	41.6	3	4	7	2	3	5	...	...	...	1	...	...
4	Corvallis	9	148	20	16	9	10	1	26	30	56	50.6	5	5	10	3	1	4	...	1	1	...	...	...
4	Culbertson	9	176	13	11	4	9	3	18	22	40	29.6	5	2	7	1	4	5	...	...	...	...	...	...
2	Custer	9	173	4	6	1	1	...	6	6	12	7.1	...	...	...	1	1	2	...	...	...	...	...	...
4	Custer County	9½	168	96	69	17	37	...	96	151	247	203.54	13	19	32	5	7	12	1	1	1	1	...	...
4	Cut Bank	9	161	10	6	8	4	...	12	16	28	24.8	1	3	4	1	4	5	...	...	...	...	...	...
4	Darby	9	167	12	8	4	1	...	12	13	25	19	0	1	1	1	1	2	...	...	...	...	...	...
4	Dawson County	9	177	60	33	19	7	68	52	135	187	117	0	7	7	5	6	11	1	1	1	1	...	1
2	Denton	9	171	26	12	...	...	...	19	19	38	27	...	...	...	0	2	2	...	...	...	...	...	...
2	Dixon	10	181	7	6	...	4	...	9	8	17	13.6	1	2	3	1	1	2	...	...	1	...	...	...
2	Dodson	9	171	6	9	...	...	...	1	14	15	14	...	...	...	1	1	2	...	...	...	...	...	...
2	Drummond	9	168	6	3	...	...	...	1	8	9	7	...	...	...	1	0	1	...	...	...	...	...	...
3	Ekalaka	9	174	10	5	3	...	...	6	12	18	15	...	...	...	1	1	2	...	...	...	...	...	...
4	Fairview	9	170	20	12	3	2	1	13	25	38	27.8	0	1	1	2	1	3	...	...	...	...	...	...
4	Fergus County	9	174	192	128	60	56	53	183	306	489	401.6	12	37	49	11	12	23	2	3	2	2	...	1
4	Flathead County	9½	181	208	131	167	66	197	264	445	709	451.5	21	40	61	8	15	23	2	3	1	2	1	1
4	Florence—Carleton	9	165	10	7	6	1	...	12	12	24	12.52	0	1	1	1	2	3	...	...	...	...	...	...
4	Forsyth	9½	173½	38	18	17	13	8	48	46	94	70	4	9	13	1	7	8	1	1	...	1	...	...
2	Fro d	9	172	4	4	...	...	...	6	2	8	7	1	1	2	...	...	...	...	...	...	...	...	...
4	Fromberg	9	173	22	11	7	5	1	17	29	46	37	2	1	3	1	5	6	...	1	...	...	...	...
4	Gallatin County	9	175	150	112	93	100	4	182	277	459	378.1	27	56	83	7	12	19	1	2	1	2	...	...
3	Geraldine	9	172	25	10	...	3	3	16	25	41	39.5	0	3	3	1	2	3	...	1	...	...	...	...
2	Geyser	9	168	6	4	2	...	...	5	7	12	10	...	...	...	1	2	3	...	...	...	...	...	...
1	Gildford	9	167	3	6	...	1	...	4	6	10	7	...	...	...	0	2	2	...	...	...	...	...	...
4	Glasgow	9	178	36	33	31	19	...	46	73	119	97	2	10	12	2	6	8	1	1	1	1	...	1
4	Granite County	9	171½	26	23	17	14	5	26	59	85	69.4	4	10	14	3	3	6	1	1	...	1	...	...
1	Grass Range	9	172	5	1	...	...	...	1	5	6	5.1	...	...	...	1	0	1	...	...	...	...	...	...
4	Great Falls	10	181	347	132	145	81	3	282	426	708	598.16	23	43	66	7	27	34	2	4	...	3	...	...
4	Hamilton	9¼	170	41	24	25	27	...	45	72	117	99.08	9	18	27	2	6	8	1	1	...	1	...	...
4	Hardin	9	170	16	13	11	5	1	24	22	46	36.59	3	2	5	2	3	5	1	1	...	...	...	...

Table No. 45.

Summary of Statistics of High Schools, Year 1917-18—Continued

No. Years Accredited	NAME OF SCHOOL	TAUGHT		ENROLLMENT					GRAND TOTAL				GRADUATES			TEACHERS							
		Number Months	Number Days	IX Grade	X Grade	XI Grade	XII Grade	Specials	Boys	Girls	Total	Av. Daily Attend.	Boys	Girls	Total	Men	Women	Total	Manual Training	Commercial	Agriculture	Home Economics	Trade and Industry	Normal Training
4	Harlem	9	175	18	9	6	3	.....	16	20	36	29	1	2	3	1	4	5	1	.....	.....	1	.....	.....
4	Harlowton	9	172	29	15	10	5	.....	24	35	59	42	0	5	5	2	4	6	.....	.....	1	1	.....	.....
1	Harrison	9	169	7	5	.....	.....	.....	4	8	12	10	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....
4	Havre	10	185	61	26	29	32	34	64	118	182	138	9	18	27	3	10	13	1	1	.....	1	.....	.....
2	Hedgesville	9	172	9	6	.....	.....	1	5	11	16	9	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....
4	Helena	9½	182	157	108	91	69	.....	177	248	425	341	17	43	60	8	15	23	1	1	.....	2	.....	.....
4	Hilger	9	174	7	5	.....	.....	.....	4	8	12	7.1	.....	.....	.....	1	0	1	.....	.....	.....	.....	.....	.....
1	Hingham	9	170	3	4	.....	.....	.....	3	4	7	5	.....	.....	.....	1	0	1	.....	.....	.....	.....	.....	.....
3	Hinsdale	9	180	7	6	0	2	.....	2	13	15	14.31	0	2	2	1	3	4	.....	.....	.....	.....	.....	.....
4	Hobson	9	178	18	10	2	12	.....	20	22	42	33	3	5	8	2	2	4	1	1	.....	1	.....	.....
4	Hysham	9	170	18	17	12	5	4	23	33	56	51.7	0	5	5	2	4	6	1	1	.....	1	.....	.....
1	Ingomar	9	170	7	.....	.....	.....	.....	2	5	7	.....	.....	.....	.....	0	1	1	.....	.....	.....	.....	.....	.....
2	Inverness	9	172	12	2	.....	.....	.....	4	10	14	9.5	.....	.....	.....	0	2	2	.....	.....	.....	.....	.....	.....
3	Ismay	9	170½	13	13	3	.....	.....	11	18	29	23.2	.....	.....	.....	2	1	3	.....	.....	.....	.....	.....	.....
4	Jefferson County	9	175	18	16	20	9	8	26	45	71	56.38	2	6	8	2	4	6	.....	1	1	1	.....	.....
4	Joliet	9	180	20	16	12	9	.....	18	39	57	44	4	5	9	1	2	3	.....	.....	.....	.....	.....	.....
2	Joplin	9	174	7	5	.....	.....	.....	7	5	12	9.7	.....	.....	.....	0	2	2	.....	.....	.....	.....	.....	.....
4	Jordan	9	176	16	5	5	6	.....	13	19	32	26.6	3	2	5	1	3	4	.....	.....	.....	1	.....	.....
4	Judith Gap	9	167	10	6	6	7	.....	12	17	29	21.4	1	6	7	1	2	3	.....	.....	.....	.....	.....	.....
3	Klein	9	165	9	9	1	2	.....	3	18	21	19	0	2	2	1	2	3	1	.....	.....	1	.....	.....
2	Kremlin	9	175	0	6	5	.....	.....	4	7	11	8.6	.....	.....	.....	1	1	2	.....	.....	.....	1	.....	.....
1	Larchwood	9	175	.....	5	.....	.....	.....	1	4	5	.....	.....	.....	.....	0	1	1	.....	.....	.....	.....	.....	.....
4	Laurel	9	176	19	12	17	9	.....	24	33	57	42.2	4	3	7	2	3	5	1	.....	.....	1	.....	.....
3	Lavina	9	170	9	6	0	4	.....	2	16	19	17.6	0	4	4	1	1	2	.....	.....	.....	.....	.....	.....
4	Libby	9	165	34	18	17	12	5	47	39	86	64	3	9	12	2	7	9	1	1	1	1	.....	.....
4	Lincoln County	9	172	38	14	18	15	2	32	55	87	68	6	9	15	3	4	7	.....	1	.....	1	.....	.....
2	Lothair	9	174	6	4	.....	.....	.....	4	6	10	7	.....	.....	.....	1	2	3	.....	.....	.....	.....	.....	.....
4	Loyola (Missoula)	9	180	15	4	6	3	.....	28	0	28	.....	3	0	3	4	0	4	.....	1	.....	.....	.....	.....
1	Malta	9	176	24	10	10	10	.....	17	37	54	44.1	2	8	10	1	2	3	.....	.....	.....	.....	.....	.....
4	Manhattan	9½	182	14	13	6	8	.....	18	23	41	29.67	4	4	8	2	3	5	1	.....	.....	1	.....	.....
1	Marysville	9½	175	4	2	.....	.....	.....	2	4	6	5.13	.....	.....	.....	0	2	2	.....	.....	.....	.....	.....	.....
3	Medicine Lake	9	174	10	6	8	.....	.....	4	20	24	18	.....	.....	.....	2	2	4	.....	1	.....	.....	.....	.....
1	Melrose	10	175	3	7	.....	.....	.....	5	5	10	8	.....	.....	.....	1	0	1	.....	.....	.....	.....	.....	.....
3	Melstone	9	169	2	2	1	.....	.....	2	3	5	4.1	.....	.....	.....	0	2	2	.....	.....	.....	.....	.....	.....
3	Mildred	9	175	3	0	2	4	.....	4	5	9	.....	1	1	2	1	2	3	.....	.....	.....	.....	.....	.....
4	Missoula County	9½	180	279	145	111	66	.....	235	366	601	571.7	23	43	66	10	16	26	2	2	.....	2	.....	.....
4	Moore	9	171	23	12	7	11	.....	22	31	53	37.7	2	7	9	2	3	5	1	.....	.....	1	.....	.....
4	Mount St. Charles	9	180	36	35	15	11	.....	97	0	97	91.5	11	.....	11	11	0	11	.....	.....	.....	.....	.....	.....
2	Musselshell	9	166	3	3	.....	.....	.....	1	5	6	3.6	.....	.....	.....	0	1	1	.....	.....	.....	.....	.....	.....
3	Outlook	9	175	9	3	2	.....	.....	6	8	14	11.1	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....
3	Park City	9	167	17	9	0	11	.....	12	25	37	33.23	3	8	11	1	2	3	.....	.....	.....	.....	.....	.....
4	Park County	10	190	100	55	44	29	49	92	185	277	210	4	19	23	5	9	14	1	1	.....	1	.....	1
4	Plains	9	173	16	10	6	7	.....	14	25	39	31	2	4	6	2	4	6	1	.....	.....	1	.....	.....
4	Plentywood	9	176	5	12	15	4	.....	22	14	36	20	2	2	4	2	2	4	.....	1	.....	.....	.....	.....
4	Polson	9	172	41	32	22	13	.....	49	59	108	90.45	4	9	13	3	3	6	1	1	.....	1	.....	.....
4	Polytechnic (Billings)	9	180	82	54	31	15	27	128	81	209	.....	6	5	11	9	8	17	1	2	1	2	1	1
4	Pony	9	171	14	5	5	7	.....	9	22	31	23.7	1	5	6	1	1	2	.....	.....	.....	.....	.....	.....
4	Poplar	9	168	16	8	5	4	2	8	27	35	27 .	0	3	3	2	3	5	.....	.....	.....	1	.....	.....
2	Post Creek	9	174	1	4	1	4	.....	7	3	10	7.4	3	0	3	1	1	2	.....	.....	.....	.....	.....	.....
1	Potomac	9	165	6	1	1	1	.....	4	5	9	6.8	1	0	1	1	1	2	.....	.....	.....	.....	.....	.....
1	Powell County	10	180	51	27	14	8	13	35	78	113	89	1	5	6	2	6	8	.....	1	1	1	.....	.....
2	Raynesford	9	169	2	7	.....	.....	.....	5	4	9	6.7	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....
1	Redstone	9	165	9	.....	.....	.....	.....	3	6	9	5.9	.....	.....	.....	0	1	1	.....	.....	.....	.....	.....	.....
4	Ronan	9	174	16	13	2	5	2	15	23	38	26.78	1	4	5	1	3	4	1	.....	.....	1	.....	.....
4	Rosebud	9	171	11	7	3	3	.....	9	15	24	18	0	2	2	2	2	4	1	.....	.....	1	.....	.....
2	Round Butte (Horte)	9	174	0	12	0	4	.....	6	10	16	11.5	1	3	4	2	1	3	.....	.....	.....	1	.....	.....
4	Roundup	9½	178½	45	27	14	14	.....	33	67	100	82	5	9	14	2	8	10	1	.....	.....	1	.....	.....
1	Rudyard	9	175	5	.....	.....	.....	.....	1	4	6	4.3	.....	.....	.....	1	0	1	.....	.....	.....	.....	.....	.....
4	Ryegate	9	168	6	3	2	5	.....	6	10	16	11.3	2	3	5	2	2	4	.....	.....	.....	.....	.....	.....
4	Sacred Heart (Missoula)	9½	188	41	15	15	13	2	0	86	86	.....	0	11	11	0	8	8	.....	.....	.....	1	.....	.....
4	Saint Ignatius	9	174	9	10	3	6	.....	8	20	28	18.6	2	4	6	1	2	3	.....	.....	1	1	.....	.....
1	Saint Regis	10	172	6	1	1	.....	.....	2	6	8	5	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....
4	St. Vincent's Academy (Helena)	10	180	30	30	15	15	.....	0	90	90	.....	0	15	15	0	7	7	.....	.....	.....	.....	.....	.....
1	Sand Coulee	9	158	6	6	5	.....	.....	2	13	16	14.57	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....
3	Scobey	9	176	19	6	7	3	1	12	24	36	33.8	1	1	2	2	1	3	.....	1	.....	1	.....	.....

Table No. 45.

Summary of Statistics of High Schools, Year 1917-18—Continued

No. Years Accredited	NAME OF SCHOOL	TAUGHT		ENROLLMENT					GRAND TOTAL				GRADUATES			TEACHERS								
		Number Months	Number Days	IX Grade	X Grade	XI Grade	XII Grade	Specials	Boys	Girls	Total	Av. Daily Attend.	Boys	Girls	Total	Men	Women	Total	Manual Training	Commercial	Agriculture	Home Economics	Trade and Industry	Normal Training
4	Shelby	9½	174	7	7	3	7		13	11	24	20.8	3	4	7	2	1	3	1					
4	Sheridan	9	172	23	9	9	6		16	31	47	39	1	3	4	1	3	4	1	1		1		
4	Sidney	9	158	60	23	21	12	2	42	76	118	112	3	8	11	3	5	8	1			1		1
2	Silesia	9	174	4	2				2	4	6	5.6				1	0	1						
1	Somers	9	174	12	1				2	11	13	9				1	1	2						
4	Stanford	9	166	8	3	2	2		4	11	15	11.39	0	2	2	1	2	3				1		
4	Stevensville	9½	176	24	27	22	15		36	52	88	77	3	6	9	1	3	4						
4	Stockett	9½	182	10	6	6	29		13	19	32	31.36	5	4	9	1	2	3						
2	Sumatra	9	174	7	4				5	6	11	7.2				1	0	1						
3	Superior	10	190	8	5	2			5	10	15	12				1	2	3				1		
4	Sweet Grass County	9	177	37	29	18	27	16	50	77	127	110	9	18	27	4	5	9	1	1		1		
4	Terry	9	175	23	6	6	5	8	23	25	48	35.8	2	1	3	3	1	4	1			1		
4	Teton County	9	173	34	16	19	11	1	34	47	81	64.2	3	7	10	1	5	6				1		1
4	Thompson Falls	9	173	15	7	5	3	4	8	26	34	19.6	1	2	3	2	3	5	1			1		
4	Three Forks	9	174	23	16	9	6		23	31	54	14.1	0	6	6	2	4	6	1			1		
2	Toston	9	163	5	0	3	0		3	5	8	6.46				1	2	3						
2	Troy	9	169	3	3				1	5	6	5.35				1	0	1						
2	Twin Bridges	9	170	9	6	2			6	11	17	11.2				1	1	2						
4	Ursuline Academy (Gt. Falls)	9½	175	27	16	9	7	12	0	71	71		0	7	7	0	8	8		1				
4	Valier	9	175	12	12	8	6		16	22	38	29.5	4	2	6	1	4	5	1			1		
4	Victor	9	172	18	17	8	6		19	30	49	42	1	5	6	2	2	4			1	1		
4	Virginia City	9		7	2	2	2		4	9	13		0	2	2	1	2	3				1		
4	Wesleyan Academy (Helena)	9	175	35	16	9	10		33	37	70		2	4	6	6	4	10		1		1		
1	Westmore	9	172	3	6				4	5	9					1	0	1						
4	Whitefish	9	172	19	18	14		5	20	41	61	44.5	1	4	5	2	4	6	1	1		1		
4	Whitehall	9	173½	32	11	10	7		33	27	60	46.1	2	4	6	1	5	6		1				
4	White Sulphur Springs	9	169	13	5	6	4		11	17	28		2	2	4	1	3	4						
4	Wibaux County		170	20	19	6	4	6	21	34	55	40.94	0	0	0	2	4	6		1	1			
2	Willow Creek	9	175	4	6	2			5	7	12	6.57				1	1	2						
3	Wilsall	10	193	5	5	4			8	6	14	12.04				1	2	3						
2	Windham	9	175	5	4				5	4	9	7.7				0	1	1						
3	Winnett	9	174	24	4	2			10	20	30	22.12				1	3	4						
1	Wisdom	9	170	5					3	2	5					1	2	3						
3	Wolf Point	9	176	11	8	7	1		11	16	27	21				1	2	3						
4	Worden	9	172	32	29	15	19		41	54	95	82.4	9	9	18	1	4	5	1			1		
Grand Total				5174	3063	2130	1605	604	5031	75.45	12,576		495	952	1447	320	576	896	58	68	20	80	2	8
Totals for Year 1916-17				4419	2988	2003	1516	345	4869	6402	11,271		517	826	1343	301	490	791	43	70	15	64		2

Table No. 46.

Statistical Report of the School Districts in Counties of Montana, for the Year Ending June 30, 1917.

NAME OF DISTRICTS	CENSUS: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	No. of Months of School Including Holidays	No. of Days Actually Taught	WHOLE NUMBER ENROLLED DURING YEAR: Male	Female	Total	Total No. Days Attendance	Total No. Days Absence	Average Daily Attendance	Average Number Belonging	Percentage of Attendance	Total Number Times Tardy	Number of 8th Grade Graduates	No. of Teachers Employed at the Same Time: Male	Female	Total	No. of Graduates From a Normal School	No. of College Graduates	Average Salary of Teachers per Month: Male	Female	SCHOOL HOUSES: Log	Frame	Stone	Brick	Total	No. of Visits by County Superintendent	[illegible] Built New School [illegible] During [illegible]
Beaverhead	2,111	1,083	1,028	906	461	445	7	141	737	718	1,455	171,999	12,353	1,050	1,128	93	3,842	53	7	68	75	32	20	$126.50	$ 80.77	20	20		7	47	48	7
Big Horn	923	478	445	389	179	210	8	163	481	443	924	96,655	9,281	591	648	91	4,937	13	8	38	46	10	6	76.21	77.33	11	21		2	34	18	3
Blaine	2,418	1,229	1,189	970	492	478	6	149	883	890	1,773	175,114	20,207	1,169	1,311	89	5,031	59	27	79	106	23	15	71.07	69.08	3	70	2	....	75	63	12
Broadwater	1,082	558	524	426	198	228	7	138	564	593	1,157	137,928	13,217	866	984	87	4,626	26	9	50	59	12	5	90.00	70.00	11	21	1	3	36	46	8
Carbon	5,345	2,677	2,668	2,073	1,070	1,003	7	156	1,898	1,957	3,855	471,866	38,943	2,764	3,012	92	7,825	111	19	122	141	35	18	97.39	82.64	3	53	1	8	65	5	6
Carter	1,218	616	602	510	242	268	7	157	463	433	896	115,615	12,452	746	813	90	6,299	24	7	59	66	12	4	61.20	59.39	25	37		...	62	26	3
Cascade	9,816	4,976	4,840	4,821	2,381	2,440	7	144	4,113	4,029	8,142	1,071,072	61,544	7,348	7,865	94	11,279	338	23	276	299	98	52	120.46	86.87	9	104	2	16	131	59	7
Chouteau	3,845	1,975	1,870	2,065	1,034	1,031	6	166	1,521	1,507	3,028	291,328	38,880	2,306	1,527	85	11,320	49	16	152	168	49	23	142.50	80.44	2	94	...	4	100	33	
Custer	3,544	1,745	1,799	1,976	922	854	6	145	646	1,210	1,856	305,534	27,885	1,828	1,983	77	5,154	104	15	134	149	35	4	82.50	61.25	24	40	.....	3	67	40	6
Dawson	4,794	2,546	2,248	2,484	1,244	1,240	6	119	1,728	1,558	3,286	301,487	38,817	2,144	2,421	83	1,260	69	29	177	206	54	20	87.06	60.00	14	159		2	175	97	1
Deer Lodge	4,741	2,512	2,229	2,419	1,142	1,277	8	160	1,032	980	2,012	332,782	14,316	1,804	1,883	89	2,588	110	11	63	74	29	18	135.00	81.05	4	7		8	19	113	
Fallon	1,650	878	722	988	497	491	7	155	634	591	1,225	125,894	18,411	1,438	1,653	84	5,301	34	10	60	70	11	8	60.00	62.50	3	56		1	60	23	
Fergus	9,108	4,602	4,506	3,998	2,021	1,977	6	127	3,755	3,463	7,218	612,200	75,858	4,797	5,391	88	25,597	241	70	292	362	71	29	80.06	68.19	47	184		8	242	241	8
Flathead	5,442	2 712	2,730	2,267	1,145	1,122	8	162	2,311	2,456	4,767	642,821	37,789	3,615	3,763	91	7,300	280	27	160	187	66	45	85.53	71.34	11	64		9	84	99	2
Gallatin	4,702	2,407	2,295	2,006	1,019	987	8	155	1,798	1,781	3,579	481,622	28,999	2,810	2,965	92	8,837	212	19	145	164	57	40	119.50	86.00	5	64	2	8	79	8[illegible]	3
Granite	957	500	457	339	178	161	7	143	407	371	778	96,530	7,635	596	643	92	2,805	34	3	31	34	16	7	120.55	75.00	2	17		3	22	32	2
Hill	5,133	2,648	2,485	2,561	1,258	1,303	6	128	1,923	1,888	3,811	401,941	52,706	2,632	2,985	85	11,107	127	29	158	187	50	32	77.62	64.91	12	121		5	138	158	3
Jefferson	1,390	707	683	559	283	276	8	158	553	493	1,046	120,211	10,489	720	783	90	2,519	30	12	42	54	14	12	91.00	77.00	11	15	4	6	36	32	1
Lewis and Clark	6,050	2,468	2,582	2,113	1,082	1,031	8	181	1,616	1,629	3,245	441,415	26,950	2,433	2,593	89	6,754	104	15	134	149	65	30	156.51	96.60	10	36	2	3	51	14	
Lincoln	1,861	962	899	940	469	471	8	170	804	740	1,544	191,154	15,063	1,124	1,213	92	3,153	59	15	53	68	21	11	120.25	117.40	10	26			36	33	1
Madison	2,229	1,148	1,081	894	421	473	7	133	837	876	1,713	181,779	17,988	1,365	1,495	90	7,521	51	10	79	89	21	12	63.66	73.60	13	38		9	60	78	
Meagher	725	387	338	335	160	175	7	131	233	215	448	46,458	4,764	299	325	90	1,146	16	5	27	32	16	5	73.00	72.00	8	15		2	25	27	
Mineral	589	322	267	316	162	154	9	177	270	240	610	63,450	2,529	356	376	94	1,237	18	4	25	29	8	10	96.50	84.87	..	12		3	15	19	1
Missoula	6,144	3,099	3,045	2,417	1,234	1,183	8	142	2,136	2,136	4,272	1,278,995	132,511	3,272	5,151	92	4,652	229	29	140	169	64	55	131.21	87.23	6	38		16	60	86	
Musselshell	3,182	1,640	1,542	1,775	897	878	7	165	1,451	1,418	2,869	348,534	34,931	2,109	2,321	90	10,197	99	17	147	164	48	14	78.00	68.63	31	86		2	122	103	20
Park	2,969	1,453	1,516	1,314	672	642	6	163	1,174	1,235	2,409	287,107	20,479	1,750	1,875	93	4,010	121	13	106	119	42	22	103.20	67.19	15	41		5	66	55	2
Phillips	2,239	1,117	1,122	1,080	575	505	6	126	838	901	1,739	170,799	19,151	287	319	86	6,934	42	13	75	88	12	6	71.50	60.00	1	68		2	71	90	10
Powell	1,624	838	786	748	397	351	8	165	605	589	1,194	132,430	11,560	799	871	91	4,429	55	3	58	61	28	12	122.00	82.10	2	33		4	39	60	5
Prairie	1,073	569	504	554	271	283	7	154	516	451	967	103,273	16,013	504	598	85	4,058	18	7	58	65	7	5	91.50	63.07	..	54		2	56	32	6
Ravalli	3,205	1,659	1,546	1,188	632	556	8	111	1,341	1,226	2,567	343,789	26,099	2,105	2,277	90	4,022	110	17	63	80	37	24	98.24	77.20	2	19		14	35	48	
Richland	3,219	1,665	1,554	2,030	1,039	991	6	125	1,315	1,212	2,527	248,312	31,351	409	483	84	11,951	77	14	122	136	25	12	70.00	64.00	1	99		2	102	163	9
Rosebud	2,955	1,649	1,406	1,188	632	556	6	157	1,263	1,241	2,504	269,764	23,445	1,907	1,995	90	7,535	41	33	120	153	41	18	77.69	61.36	8	106		4	118	55	18
Sanders	1,588	813	775	629	330	299	8	155	641	597	1,238	147,663	12,869	682	967	90	5,196	50	16	61	77	15	13	100.02	76.79	4	39		3	46	44	1
Sheridan	5,282	2,801	2,481	3,148	1,608	1,540	7	136	2,430	2,205	4,635	486,194	43,944	3,014	3,346	81	14,666	83	18	168	186	30	19	115.00	100.35	...	143	1	8	152	71	13
Silver Bow	14,830	7,344	7,486	7,794	3,936	3,858	7	129	4,981	4,936	9,917	1,420,135	79,671	1,094	1,155	95	5,754	517	28	298	326	120	72	144.00	105.06	3	15		21	39	38	2
Stillwater	2,245	1,162	1,083	1,100	580	520	8	146	919	860	1,779	180,676	29,204	1,086	1,313	81	8,219	89	11	84	95	8	11	192.00	70.12	3	58	2	1	64	38	13
Sweet Grass	1,409	717	692	605	285	320	7	160	571	534	1,105	1,262,795	14,528	788	867	89	5,341	51	8	55	63	10	14	97.24	69.58	8	35		3	46	36	3
Teton	3,434	1,787	1,647	1,228	625	603	7	156	1,604	1,491	3,095	334,572	42,800	2,044	2,071	85	12,595	79	26	129	155	38	27	88.15	77.98	3	92	7	5	107	19	
Toole	1,398	756	642	695	361	334	6	146	591	486	1,077	98,673	13,630	675	769	87	4,782	28	7	65	72	19	7	72.50	68.19	....	56	1		57	46	10
Valley	2,656	1,390	1,266	1,161	698	563	6	153	1,199	1,201	2,400	232,174	24,842	1,519	1,679	90	9,846	51	13	96	109	30	10	85.60	68.28	6	71		4	81	80	4
Wheatland	1,022	629	493	533	269	265	8	152	279	434	713	693,610	11,449	584	648	90	3,368	21	8	42	50	25	13	136.60	68.42	2	19	2	2	25	22	1
Wihaux	1,024	558	466	490	251	239	8	151	469	413	882	95,091	12,366	583	664	87	3,129	16	7	48	55	19	10	73.00	61.00	....	42	..	1	43	58	3
Yellowstone	7,282	3,651	3,631	3,879	1,980	1,899	9	167	3,115	3,253	6,368	713,202	55,563	4,321	4,653	92	9,768	97	34	192	226	57	44	99.00	78.54	11	77	1	19	108	28	4
TOTALS	147,453	75,228	72,225	69,711	34,480	35,231	7.2	145	56,645	47,880	114,525	15,824,639	1,246,482	74,533	81,782	92	296,303	4,036	712	4,551	5,263	1,480	833	$ 92.51	$ 73.71	363	2465	39.	228	3,095	2,586	192

Table No. 47.

Statistical Report of the School Districts in Counties of Montana, for the Year Ending June 30, 1918.

NAME OF DISTRICTS	Census: No. of Children Between the Ages of 6 and 21 Years	Census: Male	Census: Female	Census: Under 6 Years of Age	Census: Male	Census: Female	No. of Months of School Including Holidays	No. of Days Actually Taught	Whole Number Enrolled During Year: Male	Whole Number Enrolled During Year: Female	Whole Number Enrolled During Year: Total	Total No. Days Attendance	Total No. Days Absence	Average Daily Attendance	Average Number Belonging	Percentage of Attendance	Total Number Times Tardy	Number of 8th Grade Graduates	No. of Teachers Employed at the Same Time: Male	No. of Teachers Employed at the Same Time: Female	No. of Teachers Employed at the Same Time: Total	No. of Graduates from Normal School	No. of College Graduates	Average Salary of Teachers per Month: Male	Average Salary of Teachers per Month: Female	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	No. of Visits by County Supt. Superintendent	Districts which Built New School Houses During Year
Beaverhead	2,112	1,045	1,067	940	511	429	7	150	772	795	1,567	181,087	12,129	1,066	1,139	92	3,140	51	7	68	75	30	25	$149.07	$ 78.54	21	20		7	48	89	2
Big Horn	1,141	554	587	462	217	245	7	147	553	521	1,077	109,956	9,284	747	810	92	3,626	27	9	47	56	10	3	78.75	$2.45	8	24		2	34	64	4
Blaine	2,698	1,304	1,394	1,423	746	679	7	153	919	1,040	1,959	217,081	19,793	1,395	1,529	91	5,509	66	12	96	108	21	21	98.18	76.65	..	57	..	2	59	72	10
Broadwater	1,124	558	566	408	203	205	7	166	573	574	1,147	135,225	11,458	812	895	88	3,753	46	6	44	50	11	9	128.60	78.43	6	20	1	3	30	53	2
Carbon	5,424	2,693	2,731	2,123	1,096	1,027	7	166	1,966	1,997	3,963	494,512	40,654	2,957	3,173	87	8,451	131	19	127	146	23	19	122.00	74.39	1	55	1	10	67	64	7
Carter	1,359	670	689	672	322	350	6	135	550	543	1,093	104,377	46,045	704	807	87	6,027	37	7	65	72	4	2	76.40	60.75	30	37	..	....	67	67	1
Cascade	10,227	5,055	5,172	4,990	2,523	2,467	7	170	4,054	4,010	8,064	1,130,916	61,341	7,539	7,948	94	14,381	352	33	292	325	125	62	132.05	97.67	6	114	2	17	139	287	5
Chouteau	4,399	2,125	2,274	2,430	1,224	1,206	7	165	1,709	1,625	3,334	342,342	39,504	2,497	2,225	85	12,420	65	17	169	186	18	20	130.65	72.94	5	128	..	5	138	144	27
Custer	4,546	2,164	2,382	2,186	1,097	1,089	7	141	1,528	1,547	3,075	367,442	32,370	2,165	2,252	91	6,979	124	17	177	194	66	27	107.50	72.33	13	53	2	3	71	130	6
Dawson	5,509	2,625	2,884	3,395	1,785	1,610	6	150	1,928	1,872	3,800	361,378	46,773	2,404	2,612	88	13,123	41	36	239	275	75	38	97.64	69.84	30	167	1	4	202	228	17
Deer Lodge	4,617	2,219	2,398	2,227	1,107	1,120	7	171	1,099	1,015	2,114	303,831	14,762	1,684	1,759	95	3,190	97	5	72	77	31	17	165.00	78.80	.....	11	..	8	19	105	..
Fallon	1,647	722	875	973	479	494	6	132	689	696	1,385	138,899	17,666	908	1,036	81	5,282	32	5	70	75	16	8	100.00	68.00	1	61	.....	1	63	65	9
Fergus	10,059	4,960	5,099	3,659	1,914	1,745	6	120	4,134	3,984	8,118	855,023	79,237	7,121	7,783	91	26,082	274	59	333	392	80	34	95.15	71.28	26	181	5	10	221	154	13
Flathead	5,807	2,897	2,910	2,519	1,314	1,205	8	165	2,397	2,585	4,982	137,216	43,278	2,933	3,151	91	9,333	205	31	159	190	65	49	91.67	71.99	8	71	.....	10	89	119	4
Gallatin	4,761	2,297	2,464	1,990	1,016	974	8	161	1,803	1,830	3,633	456,856	29,128	2,623	2,793	94	10,254	188	21	149	170	57	36	127.29	95.81	5	66	2	8	81	84	1
Garfield	1,050	483	567	424	204	220	7	130	368	353	721	89,119	7,096	534	588	90	1,656	42	3	33	36	10	5	133.33	77.70	2	19	..	2	23	37	1
Glacier	5,880	2,835	3,045	2,840	1,456	1,384	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..	.....	..	..	..	..	..
Jefferson	1,446	707	739	622	334	288	8	155	574	545	1,119	138,294	11,638	839	909	90	3,266	22	8	49	57	8	12	118.00	82.00	9	19	2	7	38	42	5
Lewis and Clark	5,037	2,552	2,485	2,090	1,100	990	8	156	1,585	1,642	3,227	415,707	22,165	2,361	2,500	94	6,648	131	8	149	157	60	33	151.75	90.81	3	53	6	11	53	19	1
Lincoln	1,918	949	969	977	499	478	8	161	834	811	1,645	196,902	13,643	1,177	1,265	91	4,363	83	13	69	82	23	12	100.00	84.00	7	26	2	3	37	72	2
Madison	2,170	1,057	1,113	925	449	476	7	159	844	873	1,717	201,199	18,405	1,263	1,381	92	8,445	84	7	86	93	26	17	92.50	79.21	17	36	1	10	64	81	5
Meagher	715	346	369	341	146	195	8	123	266	233	499	60,706	5,056	494	534	92	1,633	19	3	31	34	9	7	75.00	77.00	6	15	..	2	23	34	..
Mineral	561	258	303	280	144	136	9	168	269	245	514	61,561	3,155	330	346	95	1,925	14	3	24	27	9	7	138.86	84.66	..	9	.....	3	12	28	..
Missoula	6,651	3,386	3,268	2,641	1,326	1,315	8	170	2,294	2,302	4,596	624,343	37,196	3,536	3,957	92	5,246	246	31	144	175	64	54	109.13	79.19	5	31	.....	17	56	112	1
Musselshell	3,481	1,694	1,787	2,038	1,054	984	7	161	1,611	1,580	3,191	366,468	39,209	2,262	2,511	93	10,426	100	12	164	176	31	16	82.50	74.79	20	96	2	5	123	250	6
Park	3,085	1,562	1,523	1,411	713	698	7	171	1,082	1,255	2,337	290,095	21,566	1,701	1,827	93	3,998	95	10	114	124	36	29	120.40	71.14	15	42	5	4	66	97	1
Phillips	2,851	1,387	1,464	1,452	757	695	6	131	1,120	1,040	2,160	230,242	19,381	1,752	1,900	93	7,697	79	12	99	111	31	6	65.62	67.94	2	72	..	2	76	131	10
Powell	1,749	867	882	766	403	363	8	170	588	629	1,217	158,426	16,374	931	1,019	89	2,524	50	4	60	64	26	17	145.74	91.50	4	92	..	3	99	68	1
Prairie	1,265	605	660	720	361	359	6	161	561	517	1,078	117,136	15,814	1,159	1,309	83	4,023	30	7	65	72	7	6	123.33	68.90	..	57	..	2	59	49	6
Ravalli	3,336	1,668	1,668	1,147	610	537	8	152	1,405	1,375	2,780	315,541	29,643	2,070	2,264	91	5,786	117	13	86	104	42	13	136.12	83.20	2	19	..	14	35	43	..
Richland	3,557	1,718	1,839	2,082	1,066	1,016	7	133	1,494	1,392	2,886	279,510	30,323	2,017	2,092	86	12,140	108	15	130	145	26	12	109.13	73.08	..	106	..	2	1[illegible]	14	4
Rosebud	3,332	1,701	1,631	1,502	757	745	7	161	1,447	1,408	2,855	340,332	20,893	2,034	2,179	95	5,786	165	24	144	168	44	28	81.07	74.81	10	107	.....	6	123	12[illegible]	8
Sanders	1,617	783	834	668	356	312	8	152	651	636	1,287	150,069	13,111	985	1,070	92	4,842	47	9	70	79	28	16	87.44	78.55	2	42	.....	4	48	3	3
Sheridan	6,348	3,082	3,266	3,843	1,939	1,904	6	157	2,644	2,673	5,317	572,983	88,718	3,643	4,242	88	18,680	144	29	241	270	53	32	111.82	71.34	..	158	.....	8	166	81	17
Silver Bow	15,433	7,732	7,701	7,968	4,036	3,932	8	154	4,894	4,944	9,838	1,229,383	80,129	7,957	8,411	93	4,687	445	24	286	310	121	66	128.87	97.86	4	12	.....	22	38	284	..
Stillwater	2,403	1,137	1,266	1,309	698	611	8	160	903	908	1,811	217,247	28,289	1,357	1,534	88	8,424	60	10	90	100	13	15	98.00	77.50	3	63	3	1	70	71	5
Sweet Grass	1,322	630	692	639	320	319	7	147	579	556	1,135	124,542	14,438	791	880	86	5,764	38	8	62	70	16	13	131.16	74.76	4	40	2	2	48	62	10
Teton	3,935	1,886	2,049	1,816	932	884	7	118	1,867	1,722	3,589	359,692	45,402	2,197	2,678	88	16,805	74	17	154	171	73	21	116.66	80.63	3	93	3	5	104	164	7
Toole	1,597	739	858	716	381	335	7	159	620	527	1,147	129,051	13,918	811	962	90	5,787	38	4	74	78	12	.....	85.00	77.21	63	1	.....	1	65	72	1
Valley	3,250	1,552	1,698	1,777	872	905	7	155	1,410	1,407	2,817	282,757	27,764	1,821	2,003	91	9,281	61	14	115	129	28	13	97.28	72.01	6	89	.....	4	99	96	..
Wheatland	1,375	648	727	699	364	335	7	154	604	567	1,171	120,317	16,681	763	853	86	3,117	54	7	51	58	17	12	125.95	76.07	4	28	2	1	35	47	..
Wibaux	1,157	511	616	614	298	316	8	158	496	488	984	103,247	11,838	652	728	86	4,626	23	7	54	61	12	5	78.66	66.11	..	46	.....	1	47	115	6
Yellowstone	7,598	3,756	3,842	4,077	2,005	2,072	8	157	3,478	3,467	6,945	828,448	64,667	4,674	5,064	85	12,209	189	32	226	258	113	40	91.94	71.62	11	85	1	17	114	80	9
*TOTALS	159,552	81,331	78,221	76,783	39,134	37,649	7	118	59,279	58,910	118,189	13,342,460	1,219,934	87,666	94,909	89	304,337	4,293	623	4,977	5,600	1,560	867	$ 105.52	$77.38	362	2,442	43	249	3,096	4,207	219

*Figures for Hill County not available

Table No. 48.

Financial Report of the School District in Counties of Montana, for the Year Ending June 30, 1917.

RECEIPTS

COUNTIES	Balance on Hand June 30th, 1916	Apportionment from County Tax	Special Tax fr General Fund	Special Tax for Int. and Sinking Fd	Apportionment from State	Received from Sale of Bonds	Received from Premium on Bonds	Received from Forest Reserves	Received from Sale of Town Lots	Transfers from Other Districts	Received from All Other Sources	TOTAL
Beaverhead	$ 40,610.18	$ 42,620.87	$ 55,312.90	$ 3,466.80	$ 12,597.30	$ 1,200.00	$.....	$.....	$.....	$.....	$ 6,001.37	$ 161,809.42
Big Horn	12,816.25	24,647.07	27,242.74	4,856.93	4,999.50	2,000.00	36.00	.....	.....	1,480.94	54.17	78,133.60
Blaine	39,044.61	24,192.45	59,243.46	7,780.82	13,289.00	1,450.00	.....	.....	.....	989.69	2,936.77	128,736.80
Broadwater	19,698.54	17,597.14	23,483.58	2,669.77	6,147.95	48,100.00	148.08	.....	.....	.....	686.61	118,431.67
Carbon	52,013.28	32,567.87	76,108.99	18,270.34	29,507.50	2,487.00	15,190.00	.....	.....	4,812.86	17,301.79	248,259.63
Carter	13,501.70	18,538.75	20,596.85	1,947.38	7,909.50	.....	.....	.....	.....	283.76	275.63	63,053.57
Cascade	120,865.45	141,350.40	236,645.63	23,382.07	53,988.00	.....	.....	1.57	.....	143.11	16,152.38	592,528.61
Chouteau	44,131.63	73,062.24	74,871.29	9,722.94	16,668.30	7,175.67	.....	.....	9.05	1,799.09	12,669.68	240,209.89
Custer	70,319.54	63,957.53	82,702.80	21,703.99	19,727.50	14,500.00	3,576.70	1,059.90	.....	1,763.64	12,510.33	291,851.98
Dawson	52,212.87	53,219.71	112,956.78	16,199.27	25,702.09	11,092.66	.....	.....	.....	6,040.72	3,294.30	280,718.40
Deer Lodge	15,679.14	48,886.15	47,999.16	17,585.74	28,381.80	.....	.....	8,893.47	.....	.....	2,052.01	169,437.47
Fallon	45,094.66	22,829.54	44,101.55	6,824.04	9,075.00	123.42	.....	.....	.....	2,754.91	3,531.43	134,334.55
Fergus	125,323.27	133,020.64	105,742.82	53,459.48	56,887.50	18,427.00	308.00	.....	.....	5,332.81	13,283.11	511,784.63
Flathead	38,651.13	119,258.87	98,134.51	.....	29,865.00	15,225.00	327.79	.....	.....	16,939.54	5,253.12	323,754.96
Gallatin	96,698.76	82,730.25	110,355.41	17,251.32	25,861.00	.....	.....	.....	.....	102.25	1,509.56	334,511.35
Granite	18,007.36	15,203.61	25,755.78	1,919.21	5,297.33	.....	.....	864.50	.....	.....	301.93	67,449.72
Hill	27,769.96	40,770.32	107,202.52	21,336.17	28,292.00	2,100.00	.....	.....	.....	4,859.35	5,266.25	237,596.57
Jefferson	43,658.42	24,520.20	36,934.62	.....	9,192.28	2,500.00	.....	3,614.00	90.00	8,709.12	2,029.53	131,238.17
Lewis and Clark	61,737.91	102,432.92	96,805.14	31,471.58	29,616.15	6,934.40	.....	.....	.....	1,903.48	4,993.11	334,823.69
Lincoln	16,895.38	26,054.00	53,726.37	3,698.78	10,607.60	38,000.00	.....	1,861.00	.....	2,088.64	5,484.50	158,416.27
Madison	38,863.27	46,809.00	33,009.96	7,440.15	.....	.....	.....	.....	.....	786.30	1,980.82	128,889.50
Meagher	14,084.08	20,934.50	11,780.06	1,622.08	3,688.50	1,500.00	.....	.....	.....	262.00	297.08	54,168.30
Mineral	21,386.66	17,243.48	29,865.96	1,140.32	3,239.50	9,193.05	.....	2,444.35	.....	1,046.87	2,131.33	87,691.46
Missoula	100,324.49	69,172.66	118,688.12	17,970.06	36,330.00	59,500.00	1,400.00	.....	.....	.....	8,878.35	442,273.68
Musselshell	49,295.09	63,324.60	77,637.31	15,163.23	17,640.03	22,538.36	.....	.....	179.37	2,858.62	6,740.67	255,277.38
Park	40,910.12	76,514.05	36,834.06	9,952.08	17,471.10	3,626.18	8,538.24	.....	.....	3,875.68	960.44	198,683.98
Phillips	18,032.70	15,476.46	44,104.61	5,184.12	12,042.00	4,600.00	.....	.....	.....	3,320.67	6,001.13	108,761.76
Powell	29,228.19	33,521.44	34,084.51	.....	9,448.06	725.00	.....	.....	.....	1,206.23	759.06	108,972.49
Prairie	27,086.47	21,986.61	31,721.41	7,914.49	5,901.50	2,500.00	.....	.....	1,420.00	3,463.06	2,140.27	104,133.84
Ravalli	40,607.52	31,423.51	53,639.03	16,974.79	20,857.71	12,013.21	127.00	1,044.78	.....	935.57	2,178.40	179,931.93
Richland	34,137.60	23,955.21	66,202.18	11,599.75	17,193.00	7,569.00	.....	.....	.....	2,071.12	19,267.54	182,295.40
Rosebud	24,096.91	47,397.50	52,630.23	17,514.83	25,197.59	14,928.67	65.55	228.05	29.90	1,466.84	6,047.30	190,603.96
Sanders	23,810.68	26,769.83	47,354.08	4,243.37	11,002.38	1,350.00	.....	.....	.....	130.12	2,360.82	117,012.28
Sheridan	44,022.82	48,917.93	114,785.99	26,205.38	27,910.11	35,932.37	850.32	.....	750.06	5,769.00	27,897.99	333,071.91
Silver Bow	76,871.00	251,583.54	568,380.08	28,031.21	51,565.00	75,000.00	2,715.00	3,123.53	645.83	16.15	4,025.91	938,214.26
Stillwater	36,050.18	32,463.21	40,977.53	16,658.48	11,938.85	11,955.00	.....	21.75	55.00	5,673.56	2,052.65	157,846.21
Sweet Grass	26,382.56	24,910.83	30,818.21	7,001.32	8,237.52	5,200.00	25.00	.....	.....	489.24	1,938.72	104,991.40
Teton	69,093.64	66,324.52	67,963.51	12,112.56	30,420.38	1,846.55	15.00	7.50	250.00	735.38	24,396.18	273,165.28
Toole	23,656.28	26,200.40	36,997.78	1,670.01	7,623.00	4,100.00	.....	.....	.....	1,253.09	1,409.07	102,909.73
Valley	12,830.46	27,173.41	71,957.48	.....	14,605.00	.....	.....	.....	.....	682.46	4,339.67	131,591.48
Wheatland	17,138.35	28,833.50	7,763.47	1,085.94	20,282.83	4,242.74	.....	.....	.....	175.00	2,579.52	82,104.35
Wibaux	12,338.75	14,791.66	34,472.14	3,282.95	5,923.20	2,950.00	5.00	.....	.....	295.75	2,301.30	76,363.75
Yellowstone	78,953.75	89,718.77	155,543.42	31,603.41	39,562.92	27,000.00	26.00	.....	.....	7,571.94	4,582.85	435,533.06
TOTALS	$1,736,860.71	$2,212,861.24	$3,272,234.23	$508,023.21	$851,795.48	$478,587.27	$ 33,353.68	$ 23,164.41	$ 3,429.15	$104,079.96	$250,852.25	$9,475,441.59

Table No. 49.

Financial Report of the School Districts in Counties of Montana, for the Year Ending June 30, 1918.

RECEIPTS

COUNTIES	Balance on Hand June 30th, 1917	Apportionment from County Tax	Special Tax for General Fund	Special Tax for Int. and Sink'g F'd	Apportionment from State	Received from Sale of Bonds	Received from Premium on Bonds	Received from Forest Reserves	Received from Sale of Town Lots	Transfers from Other Districts	Received from All Other Sources	TOTAL
Beaverhead	$ 49,075.20	$ 49,315.97	$ 49,955.65	$ 3,257.31	$ 13,411.20	$ 3,200.00	.....	.....	.....	$ 1,266.96	$ 9,249.40	$ 178,730.69
Big Horn	25,878.25	27,926.05	37,162.34	7,032.40	6,176.50	17,086.00	$ 151.67	.....	.....	852.71	1,078.79	123,344.71
Blaine	15,289.75	30,885.00	60,169.74	6,297.41	15,167.22	3,161.70	.....	.....	$ 50.00	3,728.64	43.00	164,792.46
Broadwater	67,116.16	18,192.33	31,698.39	1,026.80	7,283.25	1,000.00	.....	.....	.....	212.74	1,585.72	128,115.39
Carbon	63,139.26	40,087.63	120,292.73	36,260.08	29,639.50	11,411.46	.....	$ 5,247.86	.....	99.85	17,218.97	323,397.34
Carter	24,301.98	12,525.78	23,600.59	1,784.86	7,474.50	.....	.....	.....	.....	2,131.94	7,358.50	79,178.15
Cascade	134,658.27	167,722.80	197,978.31	29,756.95	56,248.50	132,064.55	112,586.74	.....	.....	1,843.96	37,394.65	870,254.73
Chouteau	71,733.34	53,213.20	113,664.75	3,210.69	29,394.80	34,419.58	.....	.....	.....	1,501.30	16,204.18	323,341.84
Custer	69,770.65	102,311.00	85,435.14	18,999.86	24,919.50	16,787.25	286.73	1,081.20	10.74	5,507.03	5,751.47	330,900.57
Dawson	74,820.07	58,553.99	136,602.27	13,432.23	32,801.32	37,488.08	.....	.....	450.00	6,979.96	7,968.94	369,096.86
Deer Lodge	28,747.14	48,555.31	39,136.92	21,113.32	25,272.50	.....	.....	14,589.09	.....	36,776.90	98.40	214,289.58
Fallon	39,363.74	26,012.55	38,709.35	8,201.96	8,618.50	3,600.00	1,577.67	5,979.15	437.79	6,447.39	3,075.39	142,023.49
Fergus	141,487.17	201,017.47	214,925.30	15,259.37	60,456.00	177,205.06	452.00	.....	.....	3,012.09	28,174.93	841,989.39
Flathead	57,766.81	128,936.26	107,888.55	.....	31,872.50	1,500.00	.....	.....	.....	17,627.94	2,398.92	347,990.98
Gallatin	87,972.26	135,743.85	90,323.79	20,064.73	26,185.50	97,000.00	.....	.....	.....	.....	2,127.04	459,417.17
Granite	26,347.75	19,180.77	30,004.96	2,877.38	5,736.50	1,011.27	.....	.....	.....	1,778.00	151.50	87,088.13
Hill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	57,581.09	46,779.09	20,013.29	.....	7,953.00	7,721.25	.....	3,195.66	120.00	7,626.61	1,986.00	152,975.99
Lewis and Clark	51,127.94	100,136.45	102,395.65	29,973.38	27,645.60	42,714.81	51.00	47.93	50.00	1,675.92	49,596.61	405,415.29
Lincoln	61,253.22	28,130.73	58,457.51	7,373.30	12,860.59	30,217.40	.....	.....	.....	.....	3,406.52	201,399.58
Madison	38,043.24	34,828.00	40,538.51	8,969.24	14,109.50	5,325.00	8,589.81	.....	.....	1,235.86	743.90	152,683.06
Meagher	13,421.95	28,584.75	16,405.50	2,759.67	3,920.50	2,200.00	.....	.....	.....	.....	203.58	67,495.95
Mineral	25,410.02	17,391.00	34,590.22	2,496.66	3,085.50	.....	.....	2,187.90	.....	300.00	2,604.52	88,065.82
Missoula	74,332.85	72,028.00	162,552.91	20,086.48	37,943.60	6,900.00	.....	.....	.....	.....	10,910.27	384,954.11
Musselshell	60,001.62	51,327.46	111,256.88	17,895.42	19,012.50	46,999.35	.....	.....	.....	4,356.28	29,699.02	340,548.53
Park	56,838.80	43,979.74	91,143.12	12,761.71	18,957.71	69,100.18	235.75	109.58	.....	4,070.40	2,909.87	300,106.86
Phillips	29,372.88	23,399.61	41,572.44	10,781.12	19,075.03	10,987.41	.....	.....	.....	2,648.72	4,800.45	142,637.66
Powell	35,173.31	32,221.98	281,548.38	700.00	9,667.88	3,032.00	.....	1,827.57	.....	146.24	2,467.53	186,785.89
Prairie	30,675.31	26,987.63	34,429.10	8,886.05	8,018.21	6,700.00	.....	46.55	1,750.00	742.92	9,881.03	128,016.80
Ravalli	29,717.49	31,635.38	87,464.46	12,455.34	19,807.94	.....	.....	1,569.01	.....	1,389.20	4,496.84	188,335.66
Richland	48,483.36	38,718.45	98,489.45	25,546.63	19,625.21	4,239.75	836.17	.....	.....	3,673.74	86,654.00	326,266.76
Roselbud	26,531.07	60,013.00	93,460.20	16,306.63	23,241.96	4,900.00	.....	.....	.....	858.25	34,732.68	260,243.79
Sanders	27,315.40	36,118.46	51,621.44	4,856.93	9,158.70	37,576.70	944.01	209.00	.....	80.10	5,988.34	173,869.08
Sheridan	95,517.73	62,063.27	159,343.57	34,230.67	39,739.54	16,700.00	.....	.....	.....	1,894.23	52,246.97	461,735.98
Silver Bow	187,664.96	335,833.18	639,630.51	38,797.24	84,881.50	.....	.....	1,299.36	.....	.....	8,573.78	1,296,080.53
Stillwater	44,376.18	54,129.06	52,634.47	14,965.60	16,405.29	66,605.75	650.00	.....	.....	576.82	6,060.72	256,403.89
Sweet Grass	29,866.23	28,534.83	47,920.68	9,812.85	7,859.11	26,800.00	.....	.....	.....	227.50	3,231.83	153,853.03
Teton	83,118.95	69,273.12	128,235.16	20,445.97	22,049.88	88,192.05	1,409.00	.....	.....	266.91	15,095.56	428,206.60
Toole	38,566.32	26,662.63	50,802.60	7,381.19	8,372.44	9,898.90	716.13	.....	.....	4,164.23	4,146.84	150,714.28
Valley	17,288.61	48,347.61	73,966.13	4,896.59	17,875.00	30,483.00	.....	.....	.....	188.77	1,377.85	194,023.56
Wheatland	*27,952.08	39,245.60	21,703.82	3,255.55	24,295.34	.....	.....	.....	.....	877.68	1,938.47	119,268.54
Wibaux	20,314.53	14,484.90	34,225.10	4,098.50	6,363.50	.....	.....	.....	.....	63.91	1,879.92	81,430.36
Yellowstone	94,845.05	162,741.09	103,788.68	32,432.78	41,789.00	139,741.00	60.00	.....	66,260.82	2,162.44	4,822.23	648,646.09
TOTALS	$2,312,257.99	$2,715,249.95	$3,753,097.00	$540,743.85	$904,251.82	$1,193,879.50	$128,546.68	$ 37,389.86	$ 69,129.35	$129,034.14	$490,535.03	$1,274,115.17

*Figures for Hill County not available

Table No. 50.

Financial Report of the School Districts in All Counties of Montana, for the Year Ending June 30, 1917.

DISBURSEMENTS

	CURRENT EXPENSES											CAPITAL OUTLAY		PAYMENT OF DEBTS				
COUNTIES	School Boards and Business Offices	Supt's Salary (Principal if 3rd Class)	Salaries of Teachers	Text Books	Stationery, Supplies, Etc.	Wages of Janitors, Engineers, etc.	Fuel, Water, Light, Janitor's Supplies	Maintenance of School Plant	Libraries	Transportation of Pupils	Miscellaneous Expenses	New Grounds, Buildings, Alterations	New Equipment	Interest Paid On Debts	Redemption of Bonds	Transfers to Other Districts	Balance on Hand June 30, 1917	TOTAL
Beaverhead	$ 761.21	$ 4,528.00	$ 59,176.76	$ 448.40	$ 3,837.76	$ 6,265.12	$ 5,953.79	$ 8,130.84	$ 1,023.39	$ 717.50	$ 2,054.96	$ 4,251.33	$ 2,448.41	$ 5,629.93	$ 8,000.00	....	$ 48,582.02	$ 161,809.42
Big Horn	454.80	3,566.25	27,507.50	975.97	1,061.20	2,217.65	2,588.62	2,074.72	310.77	....	1,772.75	5,118.32	2,443.63	2,025.91	....	$ 137.23	25,878.25	78,133.00
Blaine	1,939.89	2,762.07	41,192.63	689.47	2,510.72	1,872.30	2,987.68	6,538.77	773.61	....	1,992.76	13,344.69	3,490.19	2,333.87	....	989.69	45,318.46	128,736.80
Broadwater	390.70	5,032.00	26,097.45	192.67	1,134.34	1,736.00	2,292.56	927.98	349.47	....	4,309.67	4,953.15	1,266.54	1,738.99	500.00	365.22	67,144.93	118,431.67
Carbon	1,274.07	12,726.22	84,041.80	127.11	4,515.44	7,580.95	6,153.38	5,281.46	1,735.80	434.00	12,157.44	17,620.92	9,623.88	6,944.33	5,472.58	1,400.51	71,169.74	248,259.63
Carter	482.31	1,125.00	26,997.50	530.83	494.53	611.82	2,197.71	389.20	767.99	....	820.29	3,396.07	718.84	286.28	....	250.58	23,984.62	63,053.57
Cascade	8,839.19	15,291.55	238,314.76	784.81	6,038.02	22,326.15	20,185.85	13,697.80	1,333.96	4,444.58	21,380.55	75,851.99	8,377.98	17,248.61	3,630.60	222.47	134,559.74	592,528.61
Chouteau	4,685.46	6,861.10	83,726.29	1,126.51	7,105.19	4,606.57	9,427.31	4,722.03	808.17	2,169.40	7,364.07	21,283.69	5,870.47	4,854.85	1,179.61	7,312.85	67,106.32	240,209.89
Custer	2,013.85	6,116.92	94,046.89	2,155.16	3,701.82	8,561.78	11,110.22	3,906.99	1,422.28	238.57	24,826.44	37,019.26	11,340.18	8,121.42	617.99	2,729.20	73,923.00	291,851.98
Dawson	3,347.46	8,640.95	94,294.10	2,366.13	3,816.65	5,679.14	9,221.62	6,119.04	1,886.39	4,080.47	6,657.29	36,408.11	7,278.58	5,572.01	2,202.00	8,865.69	74,282.77	280,718.40
Deer Lodge	1,681.90	3,147.26	69,399.68	1,367.46	4,464.38	12,093.28	6,837.88	4,458.59	1,020.16	1,937.00	2,949.17	14,559.68	686.53	63.00	16,031.36	....	28,740.14	169,437.47
Fallon	948.38	2,993.60	37,072.10	1,428.40	1,222.19	2,641.77	3,791.21	2,480.03	1,234.81	1,430.56	2,145.81	27,525.60	2,013.02	1,326.47	2,688.75	2,993.14	40,398.71	134,334.55
Fergus	4,687.19	5,386.46	196,283.64	2,226.96	9,564.44	7,675.77	15,253.48	13,289.81	1,068.63	....	15,676.31	28,544.70	9,356.24	12,821.64	17,986.50	17,502.58	145,518.16	511,784.63
Flathead	2,709.46	12,309.00	136,931.43	1,647.19	4,461.64	10,825.73	13,276.30	6,999.22	632.06	3,660.00	6,570.96	22,906.00	7,748.98	7,519.8[illegible]	8,192.01	19,481.91	57,883.23	323,754.96
Gallatin	4,455.40	10,485.00	125,931.20	902.38	5,903.09	9,121.44	12,248.35	11,957.09	1,419.10	1,503.75	17,307.20	30,216.58	4,664.48	4,721.98	5,600.00	102.25	87,648.55	334,511.55
Granite	616.17	4,326.00	24,128.22	122.15	1,639.73	2,833.80	2,130.30	1,186.90	448.55	....	1,462.69	1,256.13	1,156.45	195.00	....	....	25,947.63	67,449.72
Hill	2,783.80	9,931.00	94,299.48	3,422.43	4,096.59	8,203.39	7,921.41	7,343.32	1,271.46	4,711.55	36,697.09	4,475.81	5,296.07	9,420.40	1,000.00	4,881.92	31,840.85	237,596.57
Jefferson	889.10	6,666.53	35,418.69	739.18	1,030.61	3,008.17	4,336.10	2,868.57	624.44	120.00	2,524.48	4,210.51	2,574.56	180.00	....	8,366.25	57,680.99	131,238.18
Lewis and Clark	4,890.90	8,448.50	149,510.71	1,542.11	10,567.74	15,685.51	14,400.11	10,471.58	1,654.31	1,022.50	6,273.13	23,619.13	7,789.04	17,117.67	10,700.00	682.00	50,446.75	331,821.69
Lincoln	1,432.34	6,461.00	48,777.89	1,664.16	3,135.17	3,695.53	3,836.77	2,325.17	1,570.34	3,864.00	2,483.72	24,227.87	3,629.43	2,527.22	3,510.80	171.20	45,103.66	158,416.27
Madison	1,046.28	8,527.61	50,794.55	266.40	1,472.62	2,594.25	4,670.65	4,693.50	1,609.83	20.00	367.12	5,582.68	2,340.37	2,474.10	3,600.00	786.30	38,043.24	128,889.50
Meagher	478.30	2,280.00	18,280.81	257.86	1,073.45	1,220.25	2,354.54	878.10	862.07	237.92	761.30	8,958.16	1,266.95	1,625.88	....	262.00	13,370.71	54,168.30
Mineral	646.68	4,263.00	20,323.50	637.08	2,224.19	2,437.05	3,112.92	1,876.35	451.93	2,797.22	1,222.50	15,123.75	2,684.28	2,257.32	....	3,188.45	24,445.24	87,691.41
Missoula	2,472.06	11,730.00	145,775.30	108.20	1,351.81	14,920.40	10,943.58	1,291.34	1,378.88	5,798.05	27,923.23	49,389.91	8,888.11	12,386.25	72,000.00	....	75,915.56	442,273.68
Musselshell	2,376.65	9,165.00	100,166.93	710.31	2,979.67	6,347.77	7,675.74	7,522.12	2,567.09	4,183.78	6,861.36	28,634.67	5,974.56	7,525.73	4,125.93	3,169.32	55,290.75	255,277.38
Park	1,101.40	8,308.26	80,690.70	244.23	4,816.71	5,928.49	6,881.88	7,391.95	129.00	1,259.75	2,440.82	3,007.05	1,017.70	5,876.00	3,891.60	8,204.67	57,493.77	198,683.98
Phillips	1,298.47	3,410.00	39,314.87	1,769.75	1,471.95	3,302.63	6,523.08	1,129.68	511.37	151.60	1,843.17	4,711.13	1,817.78	2,900.80	5,981.50	3,251.10	29,372.88	108,761.76
Powell	1,334.28	3,666.60	43,542.41	171.48	2,187.09	2,344.79	3,917.28	1,884.12	844.15	9.55	1,712.57	5,618.66	3,670.91	501.75	50.00	1,206.23	36,310.62	108,972.49
Prairie	616.19	2,549.35	34,117.97	1,318.93	579.04	1,871.40	4,102.50	1,883.05	1,660.11	1,352.16	3,013.51	9,218.31	4,902.17	3,563.52	1,910.91	191.89	31,279.83	104,133.84
Ravalli	1,638.26	11,525.96	63,603.85	786.87	3,172.51	6,308.27	6,580.27	2,939.79	1,741.90	7,612.26	2,886.72	16,522.97	4,243.44	12,713.54	8,684.17	717.53	28,253.62	179,931.93
Richland	1,839.70	2,214.00	55,810.03	1,396.86	1,838.08	2,812.87	5,387.37	2,744.26	1,000.64	3,616.07	2,329.86	19,102.49	3,753.45	2,807.74	2,347.00	9,707.64	63,587.34	182,295.40
Rosebud	1,884.55	6,977.75	84,262.79	2,416.40	7,780.43	6,336.35	7,924.88	18,684.78	873.01	8,799.27	6,941.00	26,486.05	6,149.65	3,928.33	1,332.72	634.87	808.87	190,603.96
Sanders	1,014.97	6,484.00	47,493.50	1,328.60	1,476.93	3,668.60	4,281.48	2,988.14	454.06	5,505.27	2,522.95	4,817.41	2,276.14	1,316.83	6,375.20	90.00	24,918.20	117,012.28
Sheridan	4,595.82	15,696.45	96,965.22	9,146.05	4,873.41	9,673.20	14,301.71	5,220.08	3,276.96	4,611.73	16,077.57	56,787.82*	13,653.44	7,763.17	4,973.16	1,947.10	63,509.02	333,071.91
Silver Bow	39,527.42	6,156.00	359,216.70	5,595.31	16,616.10	37,434.74	43,605.94	51,467.73	242.26	200.00	1,639.96	119,904.25	37,479.60	3,217.80	27,967.68	16.15	187,926.62	938,214.26
Stillwater	1,120.54	3,442.00	48,380.16	812.26	1,414.35	2,834.03	5,453.06	5,093.49	523.13	503.84	3,462.83	17,194.20	2,978.09	3,126.20	9,229.78	7,840.52	44,437.73	157,846.21
Sweet Grass	837.14	3,699.92	37,141.49	487.49	1,651.05	2,071.71	2,905.19	1,306.83	517.35	140.00	2,872.42	10,634.54	2,259.60	1,517.71	200.00	222.01	36,529.95	104,974.40
Teton	3,338.16	12,254.55	91,859.12	4,032.86	7,253.67	5,708.94	10,920.99	14,989.19	1,357.22	7,133.00	7,196.32	9,324.96	3,136.75	6,012.49	3,181.46	549.43	81,916.27	273,165.28
Toole	835.42	3,449.44	32,158.30	867.78	974.81	1,951.85	2,954.27	1,066.62	257.19	2,288.37	10,285.62	3,257.49	1,918.73	2,353.42	206.25	677.14	37,407.03	102,909.73
Valley	865.35	4,287.50	54,661.12	2,381.28	1,956.46	4,932.16	9,269.99	2,013.80	324.22	3,886.22	5,424.98	15,528.43	5,404.38	2,684.52	....	682.46	17,288.61	131,591.48
Wheatland	641.93	5,434.49	29,246.17	379.48	389.70	2,856.56	3,846.43	2,985.71	1,098.67	363.50	3,979.13	3,470.60	931.03	3,842.99	3,480.72	110.00	19,047.24	82,104.35
Wibaux	651.08	1,800.00	29,106.82	535.60	814.99	1,466.57	3,033.07	1,727.27	198.38	29.87	2,860.05	7,641.44	1,619.56	1,382.78	1,800.00	....	21,696.27	76,363.75
Yellowstone	4,801.60	10,469.74	172,935.36	2,595.66	11,152.58	17,776.36	21,773.66	13,092.69	2,224.96	9,819.40	9,391.46	44,876.99	6,687.53	17,023.62	4,656.00	6,618.32	76,637.14	432,533.06
	$ 24,246.83	$283,596.03	$3,431,996.39	$ 62,706.22	$159,767.90	$284,039.11	$348,571.12	$270,039.70	$ 45,459.96	$100,652.71	$279,099.23	$897,889.18	$218,163.34	$219,451.94	$253,307.60	$130,530.82	$2,465,923.51	$9,475,441.59

*Figures from Hill county not available.

Table No. 51.

Financial Report of the School Districts in All Counties of Montana, for the Year Ending June 30, 1918.

DISBURSEMENTS

COUNTIES	CURRENT EXPENSES: School Boards and Business Offices	Supt's Salary (Principal if 3rd Class)	Salaries of Teachers	Text Books	Stationery, Supplies, Etc.	Wages of Janitors, Engineers, etc.	Fuel, Water, Light, Janitor's Supplies	Maintenance of School Plant	Libraries	Transportation of Pupils	Miscellaneous Expenses
Beaverhead	$ 1,568.47	$ 5,063.67	$ 63,054.65	$ 2,407.65	$ 3,460.27	$ 5,011.78	$ 9,792.92	$ 4,095.10	$ 1,654.64	$ 1,470.00	$ 3,176.31
Big Horn	674.40	4,300.00	38,111.97	4,555.66	1,583.47	2,284.75	4,190.71	2,155.44	400.02	535.75	1,954.12
Blaine	1,296.17	6,214.57	53,607.83	4,592.42	662.79	2,548.89	4,784.26	792.38	1,397.93	8.00	4,054.49
Broadwater	634.71	4,780.66	31,904.26	2,412.36	702.44	1,852.25	3,460.65	2,037.39	332.89	....	2,647.70
Carbon	1,409.64	32,503.00	73,781.21	10,165.37	5,670.13	8,934.27	7,993.35	8,118.66	1,031.10	....	25,957.90
Carter	613.90	1,116.00	33,550.90	2,516.52	453.93	828.00	3,271.56	2,125.25	665.85	....	1,072.09
Cascade	11,754.65	18,541.92	294,788.37	19,435.25	9,960.33	27,757.92	26,265.02	18,557.08	4,977.72	4,705.27	46,083.62
Chouteau	4,128.82	5,916.33	113,136.43	12,394.23	9,607.13	5,016.92	11,861.67	7,751.45	844.88	2,273.90	17,417.53
Custer	3,320.40	7,031.92	108,404.54	6,640.24	5,790.96	11,051.94	12,918.93	4,457.40	2,244.08	272.56	16,493.06
Dawson	3,996.86	8,122.50	128,282.31	6,161.52	6,503.49	8,034.10	12,129.83	9,100.56	2,996.37	3,661.48	8,814.64
Deer Lodge	2,873.35	3,368.92	82,464.89	3,341.53	5,454.59	15,872.85	6,532.00	9,859.12	619.03	1,863.02	4,743.79
Fallon	1,000.01	4,150.00	39,721.45	2,367.50	1,648.99	2,371.36	4,618.76	2,229.77	740.86	1,064.38	4,383.62
Fergus	6,992.19	7,577.24	251,497.92	20,843.41	10,131.85	10,933.78	20,943.10	19,505.91	2,048.96	11,373.56	21,317.01
Flathead	3,934.50	12,944.99	151,794.95	9,682.88	4,470.57	13,211.87	15,786.61	8,286.06	2,020.73	4,083.60	8,325.55
Gallatin	6,302.38	11,500.00	143,732.18	9,446.37	9,186.81	10,204.02	14,066.14	6,259.97	2,608.61	978.00	12,507.18
Granite	529.90	4,421.00	27,622.48	2,031.12	1,677.86	2,826.35	3,038.27	1,017.92	456.42	....	1,462.27
Hill	....	....	....	....	....	....	....	....	....	....	....
Jefferson	1,195.90	6,931.68	39,009.07	2,256.08	1,263.11	3,822.55	5,494.80	3,792.70	845.03	50.02	4,473.17
Lewis and Clark	9,587.90	8,593.24	161,629.23	8,635.83	14,029.38	32,421.92	11,168.72	15,239.69	2,170.78	2,737.25	4,133.56
Lincoln	1,718.45	5,802.00	57,354.32	1,718.91	5,757.18	5,521.00	4,545.49	3,659.31	851.19	6,270.93	4,654.75
Madison	936.87	10,477.48	54,159.36	4,287.29	2,254.77	3,298.21	4,926.66	6,065.67	1,649.07	13.00	1,447.55
Meagher	573.40	2,568.35	19,667.55	1,100.19	1,513.70	1,444.20	2,126.43	1,547.08	821.47	546.25	951.84
Mineral	719.85	4,320.50	21,401.04	954.26	1,590.51	3,605.80	2,584.60	2,297.96	549.61	3,510.83	3,803.50
Missoula	4,368.45	11,340.00	174,827.81	11,377.40	10,763.04	18,998.42	13,067.49	6,596.18	1,702.20	17,238.99	15,835.28
Musselshell	2,715.30	10,321.00	110,245.51	6,944.27	3,461.42	8,200.29	7,699.47	10,650.98	2,227.65	3,030.70	8,296.10
Park	1,742.87	8,716.25	89,414.70	5,875.49	4,301.54	8,173.70	8,305.88	11,320.11	150.00	1,259.10	4,194.47
Phillips	1,499.10	4,060.00	50,437.14	3,419.35	1,192.62	2,373.19	8,641.54	4,431.14	773.90	173.88	1,417.77
Powell	1,207.66	2,333.25	50,010.03	2,945.51	2,354.75	3,466.38	6,330.04	4,693.81	1,617.09	....	514.12
Prairie	1,021.89	2,916.00	45,596.72	1,645.06	2,339.50	2,371.25	5,039.30	2,130.66	2,064.25	923.23	5,360.00
Ravalli	1,647.28	11,378.00	71,242.20	6,776.85	2,289.45	7,461.52	9,746.19	4,224.69	1,122.13	8,574.46	4,177.08
Richland	2,517.09	2,901.31	97,812.74	4,980.58	3,939.28	4,785.04	7,660.79	5,968.78	1,568.22	6,540.25	6,480.23
Rosebud	2,129.92	7,889.50	98,341.06	3,974.84	4,860.03	5,757.50	9,274.93	2,917.01	1,242.98	5,478.40	40,747.74
Sanders	2,002.93	6,393.00	51,564.47	3,347.03	2,439.38	4,890.90	4,501.97	3,321.73	736.25	4,919.90	5,457.89
Sheridan	5,252.52	18,847.46	134,927.99	8,716.37	8,297.86	11,452.09	20,083.58	10,593.75	2,262.82	9,101.88	10,172.08
Silver Bow	56,634.63	6,000.00	443,613.55	16,209.04	17,092.47	86,711.56	53,908.89	35,748.75	4,722.10	40.00	830.06
Stillwater	1,367.60	6,049.00	63,880.10	4,167.41	4,153.38	3,181.51	6,727.89	7,526.98	464.20	4,528.24	3,135.99
Sweet Grass	966.05	3,700.00	38,742.09	2,340.20	1,816.68	2,203.66	3,866.52	8,051.25	744.39	170.00	2,883.75
Teton	4,759.93	12,070.05	118,612.79	7,807.04	9,970.30	9,141.32	13,490.62	10,999.10	2,814.51	9,760.62	12,851.07
Toole	1,239.58	3,910.28	40,752.44	2,832.96	2,140.33	2,329.52	4,977.18	3,984.95	1,123.04	3,717.74	9,613.35
Valley	2,237.40	3,706.89	73,573.37	4,490.08	3,079.54	6,175.06	11,949.48	7,377.24	681.75	6,625.39	8,344.74
Wheatland	836.99	3,714.72	39,231.05	2,385.11	1,847.13	2,008.41	3,600.55	4,251.30	1,504.14	606.35	8,097.69
Wibaux	659.37	1,990.99	32,454.84	1,452.20	859.12	1,592.84	4,621.12	2,922.49	346.42	....	3,410.97
Yellowstone	6,057.58	18,016.00	196,883.70	14,750.67	10,491.63	26,933.22	29,361.33	14,119.06	2,247.34	12,860.13	10,989.54
	*$164,426.32	$321,499.66	$4,010,841.21	$254,384.05	$200,063.36	$491,065.11	$425,355.24	$300,741.72	$62,031.72	$139,047.13	$362,686.17

COUNTIES	CAPITAL OUTLAY: New Grounds, Buildings, Alterations	New Equipment	PAYMENT OF DEBTS: Interest Paid On Debts	Redemption of Bonds	Transfers to Other Districts	Balance on Hand June 30, 1918	TOTAL
Beaverhead	$ 1,292.52	$ 1,068.57	$ 6,125.05	$ 8,962.00	$ 1,266.96	$ 59,260.13	$ 178,730.69
Big Horn	18,442.17	4,242.08	2,672.06	....	797.16	36,484.95	123,341.71
Blaine	21,883.61	4,082.05	3,436.85	8,325.00	3,728.64	43,376.58	164,792.46
Broadwater	49,173.84	3,968.69	4,506.28	....	1,711.85	18,089.42	128,115.39
Carbon	61,292.67	3,232.79	9,874.54	10,741.99	7,495.46	55,197.31	323,397.34
Carter	4,555.16	1,793.82	385.44	900.00	2,873.73	22,456.00	79,178.15
Cascade	142,719.03	13,611.20	23,708.21	1,602.00	1,639.01	204,148.13	870,254.73
Chouteau	45,142.70	6,769.89	5,450.74	5,219.00	2,014.97	68,395.25	323,341.84
Custer	37,838.29	10,025.52	11,419.60	5,956.94	7,057.78	79,973.41	330,900.57
Dawson	47,183.68	15,769.47	4,450.02	12,534.96	8,286.40	84,068.67	369,096.86
Deer Lodge	1,619.33	3,809.49	4,941.67	16,000.00	....	60,925.93	214,289.58
Fallon	15,026.09	4,275.35	1,425.99	8,140.53	3,708.78	45,150.05	142,023.19
Fergus	124,272.58	20,798.03	23,116.24	13,822.58	24,076.59	252,738.41	811,989.39
Flathead	26,677.09	8,369.15	7,169.73	7,490.05	18,886.23	44,856.12	347,990.98
Gallatin	97,710.61	4,367.70	10,750.73	3,600.00	....	116,196.47	459,417.17
Granite	3,893.36	1,572.13	420.00	....	2,300.19	33,818.86	87,088.13
Hill	....	....	....	....	....	....	....
Jefferson	10,820.89	4,103.21	1,293.43	7,700.00	7,626.61	52,297.74	152,975.99
Lewis and Clark	23,771.43	5,341.78	17,095.00	16,660.00	1,316.58	70,883.00	405,415.29
Lincoln	71,852.89	4,604.20	6,640.60	....	....	22,448.36	201,309.58
Madison	7,146.38	2,254.16	2,274.90	2,800.00	1,236.86	47,456.23	152,683.06
Meagher	4,393.82	1,247.97	1,980.04	1,000.00	124.03	25,889.63	674,495.95
Mineral	1,755.22	2,971.86	3,450.80	....	1.02	34,548.46	88,965.82
Missoula	14,197.44	3,346.90	11,573.15	10,000.00	260.65	59,460.71	384,954.11
Musselshell	61,570.17	12,414.29	10,052.60	8,560.67	4,180.36	79,977.75	340,948.53
Park	70,870.17	5,398.12	6,088.31	10,517.79	4,451.99	59,326.37	300,106.86
Phillips	18,279.21	9,055.03	3,556.88	....	3,463.62	28,863.29	142,637.66
Powell	76,298.08	7,647.12	889.34	527.65	....	25,951.06	186,785.89
Prairie	13,301.15	2,546.78	3,494.52	714.53	484.97	36,066.99	128,016.80
Ravalli	1,178.74	1,360.78	4,709.45	2,956.66	1,584.58	48,005.60	188,335.66
Richland	62,077.09	10,807.45	12,590.52	7,651.88	3,047.19	84,938.92	326,266.76
Rosebud	18,268.02	4,160.78	7,444.38	100.00	840.83	46,815.87	260,213.79
Sanders	24,418.10	733.09	1,614.15	3,250.00	15.00	54,263.29	173,869.08
Sheridan	45,832.56	9,857.09	23,972.12	13,265.76	19,103.85	109,996.20	461,735.98
Silver Bow	314,176.58	32,725.69	11,728.79	28,000.00	18.15	188,920.27	1,296,080.63
Stillwater	35,106.00	8,231.29	3,572.67	9,572.41	1,795.96	93,943.26	256,803.89
Sweet Grass	39,616.52	4,669.66	3,202.92	200.00	337.54	40,341.81	153,853.03
Teton	71,726.04	7,411.69	9,252.70	6,454.31	2,886.86	118,197.59	428,206.60
Toole	9,722.32	3,939.49	3,468.59	918.68	2,165.11	53,848.72	150,714.28
Valley	13,869.05	4,423.85	5,225.85	4,200.00	4,825.77	34,238.10	191,023.56
Wheatland	2,132.04	2,513.28	5,221.48	6,290.00	835.68	33,292.62	119,268.54
Wibaux	5,188.76	1,850.37	2,386.10	744.00	1.29	20,919.49	81,430.36
Yellowstone	61,124.35	7,441.24	21,324.32	138,202.43	2,631.85	86,311.71	648,646.09
	$1,757,413.70	$268,813.10	$281,618.76	$383,611.82	$148,979.10	$2,701,537.00	$12,274,115.17

*Figures from Hill county not available

SIXTEENTH BIENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF

MONTANA

1920

SIXTEENTH

BIENNIAL REPORT

OF THE

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OF

MONTANA

36884

1920

INDEPENDENT PUBLISHING CO.
HELENA, MONTANA

"A patriot is known by the interest he takes in the common schools." —HORACE MANN

State of Montana

Department of Public Instruction.

To His Excellency, Samuel V. Stewart, Governor.

Sir: I have the honor of submitting to you the report of this department for the biennium ending June 30, 1920.

MAY TRUMPER,

Superintendent of Public Instruction.

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MONTANA'S RANK AMONG STATE SCHOOL SYSTEMS

During 1919 Dr. Leonard P. Ayers, one of the foremost statisticians in America, and director of the Russell Sage Foundation, made a study of state school systems. He applied to problems of education some of the methods that have long been in use in the field of economics. Dr. Ayers says:

"The result is what has been termed an 'index number' for state school systems. This gives for every state a numerical rating which is a combination of ten different measures of public school accomplishment. The figures from which the index is computed tell what proportion of the children of school age are in school, how long the school term is, how many children go on to high school, what amounts of money are spent for the support of the schools and the payment of teachers, and so on.

"The different sets of data are treated in exactly the same way for each state, and we feel that in their final combination they reflect in a somewhat reliable manner that status of public education within the commonwealth. The figures of the report make it possible for each state to compare its own conditions with those of the neighboring states, its present status with that which existed in former years, and, finally, to find out which educational factors account for its present rating."

During the 28 years from 1890 to 1918, Montana moved from eighth place among the states to first. This represents a gain of seven points since 1890 and six points since 1910. Montana's rank for each of the ten sets of data with the gain or loss since 1890 is given in Table 1.

TABLE 1—MONTANA'S EDUCATIONAL STANDING FOR 1919-20 COMPARED WITH THAT OF PREVIOUS YEARS AS GIVEN IN THE RUSSELL SAGE FOUNDATION REPORT

Components	Rank		Gain or Loss	Rating 1918	1920
Educational Components	1890	1918			
1. Per cent of school population attending school daily *(100%)	26	1	+25	86%	87%
2. Average daily attendance by each child of school age (200 days each year)	19	1	+18	131 days	144 days
3. Average number of days schools were kept open (200 days)	15	33	—18	152 days	166 days
4. Per cent that high school attendance was of total attendance (33⅓%)	11	23	—12	11.5%	11.5%
5. Per cent that boys were of girls in high school (100%)	17	40	—23	65.6%	72.4%
Financial Components					
6. Average annual expenditure per child attending ($100)	4	1	+3	$103.80	$128.86
7. Average annual expenditure per child of school age ($100)	5	1	+4	$88.90	$111.44
8. Average annual expenditure per teacher employed ($200 per month)	9	6	+3	$130.18	$158.50
9. Expenditure per pupil for purposes other than teachers' salaries ($50 per year)	4	1	+3	$57.61	$66.82
10. Expenditure per teacher for salaries ($100 for each of 12 months)	9	15	—6	$57.42	$76.31
Index Number	8	1	+7		
Five Educational Components Combined	17	6	+11		
Five Financial Components Combined	9	1	+8		

*Perfect scores given in parenthesis.

Altho Montana gained in six factors that make up the final report, she lost and still takes a relatively low place in length of school term, proportion of children in high school, per cent of boys to girls in high school, and average salary per teacher employed.

In length of school term only two northern and western states rank lower than Montana. While Montana ranks thirty-third in this factor alone our neighboring states of South Dakota and Oregon rank third and fifth respectively. Montana's schools were open only 152 days in 1917-18, while Rhode Island, ranking first, had her schools open 193 days, and the average for all the states was 160.7 days.

In the proportion of children in high school only seven northern states have as low a rank as given in Montana. With California receiving first rank, Washington second, and Nevada eleventh in this factor, it is embarrassing for Montana to have so few children in high school as to rank twenty-third. About twice as large a proportion of pupils go to high school in California as in Montana.

The Wolf Point School Building in the First Three Stages of Its Development from 1912 to 1916

Normally there should be as many boys as girls in the high schools of a state. In Montana there are less than two-thirds as many boys as girls in high school, while in New York, the state ranking first on this point, there are nine-tenths as many boys as girls. Only three northern and western states have such a small proportion of boys in high school as are found in Montana. Montana ranked fortieth on this point.

In average salary of teachers Montana's rank of fifteenth probably explains the serious shortage of teachers within the past few years. The average monthly salary of teachers in California was $88.06, in Washington, $78.02, in Utah $64.12 and in Colorado $60.49, but in Montana it was $57.42.

The combined efforts of all friends of education are needed to raise our standards particularly in

Length of term
Proportion of children in high school
Per cent of boys to girls in high school, and
Salary of teachers.

The items which make up the index number of Dr. Ayers' report do not include

The number of children given no school advantages
Retardation of children
Low educational requirements for teachers
Facilities for training teachers
Lack of supervision for rural teachers
Antiquated method of raising and distributing school funds
Lack of educational qualifications for state and county superintendents
Small number of kindergartens
Small number of junior high schools

It is to be feared that if such important factors had been taken into consideration Montana's rank would have been so low that all friends of education in this state would have been humiliated. These serious handicaps to educational progress in Montana will be fully discussed in this report.

The Wolf Point School Building In the Fourth Stage of Its Development, 1918

THE CHILDREN

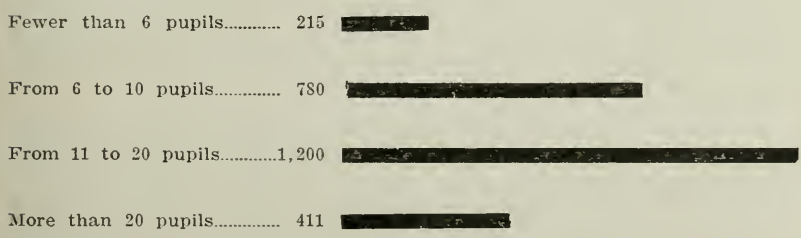
According to the school census for September, 1919, there were 161,626 children of school age in the state. This includes all those at least 6 but less than 21 years old. During the year there were enrolled in the public elementary and high schools 126,238 pupils. The children of school age not in school, therefore, number 35,388. Since the number attending parochial and private schools is not known, the exact number not attending any school cannot be definitely ascertained. It should be possible to know, not guess or estimate, the number of children of various ages who are not attending any school.

At the close of the school year 1919-20 a survey of the schools was taken. The children included in this survey number 116,669. If to these were added 1,609 children in the Lewistown elementary schools and the high schools of Jefferson county, from which places survey data were not available, there would be 118,278 children accounted for in the survey. This leaves 7,960 children enrolled in the public schools, as given in the annual statistical reports of county superintendents which are not included in the survey. The difference is due to the difficulty experienced in securing reports for the survey from every school in every county in the state.

Enrollment by Schools

There were 2,606 one-teacher schools in Montana reported in the survey for last year. Of these schools 90.9% had from 6 to 40 pupils enrolled. Twenty-four of these schools had more than 40 pupils each, while each of 215 schools (8.2%) had fewer than 6 pupils. The average one-teacher school has approximately 17 pupils.

Number of One-Teacher Schools



One of the most difficult problems for solution in many rural districts has been that of providing schools for a few children in sparsely settled sections.

TABLE 2—NUMBER OF SCHOOLS AS DETERMINED BY ENROLLMENT

Number of Pupils Enrolled	Elementary Schools of			*Schools of Third Class Districts	
	One Teacher		Two Teachers	Elementary (3 or more Teachers)	High Schools
	Number	Per Cent			
1	6	.2	.....	.....	.....
2	14	.5	.....	.....	.....
3	42	1.6	.....	.....	3
4	58	2.2	.....	.....	4
5	95	3.7	.....	.....	5
6 to 10	780	29.9	1	4	33
11 to 20	1,200	46.1	10	14	35
21 to 40	387	14.9	38	36	31
more than 40	24	.9	54	129	19
	2,606	100%	103	183	130

*Data from Blaine and Roosevelt Counties not available.

Maintaining school with a small enrollment is partly an economic problem. It costs approximately as much to maintain a school for four children as for twenty-four. If only a teacher's salary of $1200 a year be considered, it will be seen that the one school would cost $300 per pupil, while the other would cost but $50 per pupil. It is also a problem in a small school to maintain the interest necessary for profitable work.

Various means have been used for solving this problem of very small schools. The number of such schools has been materially decreased within the biennium. Provisions for schooling a few children living in isolated sections have been made in neighboring or other schools. Where such provisions are not possible or advisable the small school must continue to exist even at large per capita cost, if all children are to have educational opportunities.

Transportation of pupils in many parts of the state has not been found feasible. In some localities where it has been found possible, consolidation of schools has been affected. In several sparsely settled sections where children live a considerable distance from the school the dormitory plan has been provided.

The one-teacher school of the dormitory type first to develop is located at Ivanell, Rosebud county. A dormitory building was provided at a cost of $1,100. The house is a large five-room building with hall. Down stairs there is a dining room and kitchen. Upstairs there is a large room for the boys, one for the girls, matron's room and teacher's room. Each room is furnished very comfortably and the dormitory is provided with everything needed. School is held in a modern well-equipped building near the dormitory.

TABLE 3. AGE-GRADE DISTRIBUTION OF MONTANA PUBLIC SCHOOL PUPILS
(Survey, 1919-1920)

AGE YEARS	FIRST		SECOND		THIRD		FOURTH		FIFTH		SIXTH		SEVENTH		EIGHTH		1st Yr. H. S.		2d Yr. H. S.		3d Yr. H. S.		4th Yr. H. S.		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
5	791	776	3	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	794	781	1,575
6	5,495	5,325	555	752	17	39	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,067	6,117	12,184
7	2,727	2,186	2,897	2,740	501	672	54	83	1	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,180	5,690	11,870
8	1,074	762	2,115	1,829	2,132	2,337	618	732	45	78	4	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,988	5,745	11,733
9	386	235	1,053	773	1,926	1,770	2,005	2,120	494	545	85	97	1	12	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	5,950	5,553	11,503
10	163	93	397	287	1,230	853	1,881	1,725	1,526	1,856	553	695	51	77	7	10	.....	.....	.....	.....	.....	.....	.....	.....	5,808	5,596	11,404
11	56	44	149	106	466	301	1,134	963	1,569	1,607	1,611	1,723	440	484	71	82	3	6	.....	.....	.....	.....	.....	.....	5,499	5,316	10,815
12	31	22	66	49	265	146	612	446	1,200	929	1,630	1,525	1,199	1,408	456	579	53	61	.....	.....	.....	.....	.....	.....	5,512	5,155	10,667
13	14	6	29	20	123	68	311	216	557	444	1,094	943	1,390	1,352	1,198	1,348	209	322	32	46	3	2	.....	.....	4,960	4,767	9,727
14	4	4	16	10	52	49	166	91	319	175	601	442	1,001	881	1,444	1,386	744	983	141	192	31	40	.....	.....	4,519	4,253	8,772
15	4	2	7	5	25	7	61	33	150	78	276	178	509	428	961	997	813	908	388	635	94	173	17	35	3,305	3,484	6,789
16	1	2	3	1	10	2	30	16	47	31	94	62	191	155	453	392	437	538	505	615	285	549	68	101	2,124	2,464	4,588
17	.....	.....	.....	.....	2	.....	6	3	15	11	27	20	56	46	185	152	233	227	228	323	363	449	192	358	1,307	1,589	2,896
18	.....	.....	.....	.....	1	2	2	3	5	.....	6	.....	18	9	59	42	98	76	109	97	146	197	191	312	635	744	1,379
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1	.....	2	3	15	15	27	20	29	25	64	53	104	151	242	269	511
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	7	2	22	25	13	7	22	23	54	51	118	109	227
21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	4	4	10	10	14	15	29
Total	10,746	9,457	7,290	6,577	6,750	6,246	6,880	6,432	5,928	5,755	5,982	5,698	4,858	4,856	4,856	5,006	2,639	3,166	1,445	1,941	1,012	1,495	636	1,018	59,022	57,647	116,669

*Age-grade distribution of 710 boys and 730 girls of Lewistown elementary schools and o 86 boys and 83 girls of the high schools in Jefferson county not available.
The total enrollment, including these pupils, is 118,278.

By cooperative arrangements made in 1919 with parents living at a distance, and whose children stayed at the dormitory, children were brought to school Monday morning and returned to their homes Friday evening. There were very few times thru the winter that deep snow or mud prevented children from being at home over Sunday. The school board hired a man and his wife to live at the dormitory. The man was janitor for school and dormitory and his wife was matron. The parents of each child furnished bedding, towels, napkins and toilet articles. The parents brought vegetables, meat, canned goods or fruit they had to spare, receiving market prices for them. This helped to pay the children's board. Other things needed were bought in town. The cost was apportioned among the children.

The first year the dormitory at Ivanell was in operation the total number of days absent from 31 pupils enrolled was only 71 and times tardy 41 during a long school term of 176 days. The dormitory idea, as demonstrated by this school, makes for efficiency in all school work, insures health and comfort to the children and develops social life among children. The objectionable features are found to be absence of children from home several nights during each week, difficulty of reaching homes when children are sick and the possible difficulty of securing motherly matrons acceptable to all parents. Despite these objections the plan is one of the best solutions of the small, expensive, uninteresting one-teacher school and it is growing in favor in a number of localities thruout the state.

There were 103 two-teacher schools in the state last year. Eleven of these had fewer than 21 pupils and 54 had more than 40 pupils each enrolled. The average enrollment in these schools was approximately 36. The small school should be abandoned wherever it is feasible to provide equal or better educational advantages for the children in larger schools. The same may be said regarding the small village high school, where fewer than six pupils are regularly enrolled. There were 12 of these small high schools in the state last year.

In many of the small one-teacher schools there are not enuf pupils in the same class for the inspiration coming from friendly rivalry between pupils. In the one-pupil class there is no chance for competition. It is unfortunate that any children should be denied the opportunity to play and work with other children of their age and ability. They are almost sure to remain sordid and sedate thruout life if deprived of early social experience and companionship. Children get ideas from the teacher and from other children and their viewpoints become broadened by the combined experiences of all pupils in the class or school. A school of

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The first year the dormitory at Ivanell was in operation the total number of days absent from 31 pupils enrolled was only 71 and times tardy 41 during a long school term of 176 days. The dormitory idea, as demonstrated by this school, makes for efficiency in all school work, insures health and comfort to the children and develops social life among children. The objectionable features are found to be absence of children from home several nights during each week, difficulty of reaching homes when children are sick and the possible difficulty of securing motherly matrons acceptable to all parents. Despite these objections the plan is one of the best solutions of the small, expensive, uninteresting one-teacher school and it is growing in favor in a number of localities thruout the state.

There were 103 two-teacher schools in the state last year. Eleven of these had fewer than 21 pupils and 54 had more than 40 pupils each enrolled. The average enrollment in these schools was approximately 36. The small school should be abandoned wherever it is feasible to provide equal or better educational advantages for the children in larger schools. The same may be said regarding the small village high school, where fewer than six pupils are regularly enrolled. There were 12 of these small high schools in the state last year.

In many of the small one-teacher schools there are not enuf pupils in the same class for the inspiration coming from friendly rivalry between pupils. In the one-pupil class there is no chance for competition. It is unfortunate that any children should be denied the opportunity to play and work with other children of their age and ability. They are almost sure to remain sordid and sedate thruout life if deprived of early social experience and companionship. Children get ideas from the teacher and from other children and their viewpoints become broadened by the combined experiences of all pupils in the class or school. A school of

from 1 to 5 children is not interesting. A school of from 15 to 20 children with 3 to 8 in a class can be made interesting. Boys and girls enjoy going to school more; they do better work and they attend more regularly, because of the greater interest. Aside from the excessive cost per pupil in a small school there is also the handicap of great lack of interest.

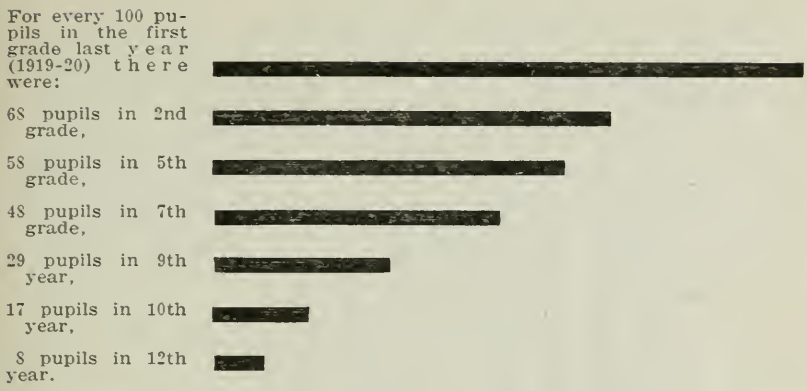
Enrollment By Grades

The survey covers 116,669 children enrolled in the public schools of Montana (exclusive of Lewistown elementary schools and high schools of Jefferson county) and distributed by grades and classes as given in Table 4 and Diagram 1.

TABLE 4—PUPILS ENROLLED IN EACH GRADE IN THE PUBLIC SCHOOLS OF MONTANA (Survey, 1919-1920)

Grades	Boys		Girls		All Pupils	
	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total
1	10,746	18.2	9,457	16.4	20,203	17.3
2	7,290	12.4	6,577	11.4	13,867	11.9
3	6,750	11.4	6,246	10.9	12,996	11.1
4	6,880	11.7	6,432	11.1	13,312	11.4
5	5,928	10.0	5,755	10.0	11,683	10.0
6	5,982	10.1	5,698	9.9	11,680	10.0
7	4,858	8.2	4,856	8.4	9,714	8.3
8	4,856	8.2	5,006	8.7	9,862	8.4
H. S. I	2,639	4.5	3,166	5.5	5,805	5.1
H. S. II	1,445	2.5	1,941	3.4	3,386	2.9
H. S. III	1,012	1.7	1,495	2.6	2,507	2.2
H. S. IV	636	1.1	1,018	1.7	1,654	1.4
Total	59,022	100.0	57,647	100.0	116,669	100.0

A normal child attending a long term of school with good teachers each year may well be expected to advance a grade a year. Ideal conditions should, therefore, result in the regular promotion of all pupils each year. Both the table and the diagram show a very large number of children in the lower grades and a small number in the upper grades. The first grade enrolls more than twice the number enrolled in the seventh or eighth grades. In place of 33⅓% of all children enrolled attending high school, as under ideal conditions, there were only 11.5% attending such schools in Montana.



Can Montana afford to permit large numbers of her children to get no farther than the lower grades in school? Can she afford to let thousands of her children drop out of school in the intermediate and upper grades? Will she continue to permit seven-eights of her children to enter life's activities without a high school education?

There are many factors responsible for such conditions. Children enter school at various ages and make different rates of progress. Some take two or even three years to complete the work of one grade, while it is reasonable to expect, under favorable conditions, normal children to complete a grade each year. When many children repeat grades and when many others are provided with only short terms of school or attend irregularly the membership of the lowest grades becomes greatly increased. When such children spend several years in repeating lower grades they reach and pass the compulsory attendance age and drop out of school. The result is that almost one-half (48%) of pupils who enter school never reach the seventh grade and more than one-fourth (28%) of them never reach the high school.

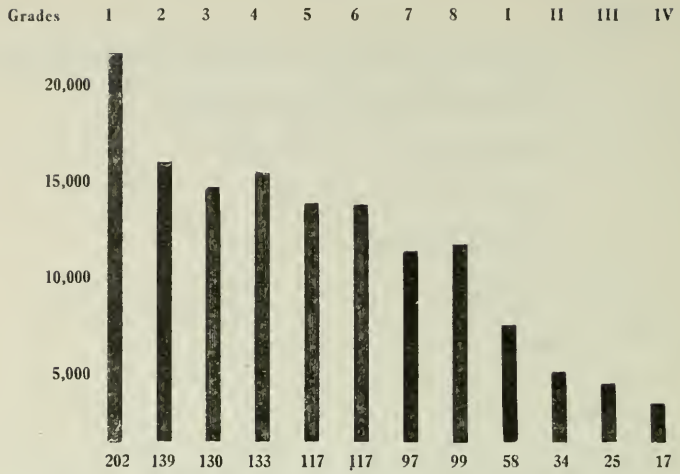


DIAGRAM 1—HUNDREDS OF CHILDREN ENROLLED IN EACH YEAR OF THE PUBLIC ELEMENTARY AND HIGH SCHOOLS OF MONTANA
(Survey, 1919-20)

Boys drop out of school earlier and in larger numbers than girls. Less than ten per cent (9.8%) of the boys enrolled are in high school, while 13.2% of the girls attend high school. Over one-half (53.7%) of the boys enrolled are in the first four grades, while less than one-half (49.8%) of the girls are in these grades. By the end of the sixth grade three-fourths (73.8%) of the boys and seven-tenths (69.7%) of the girls have left school. This difference has limited significance inasmuch as it does not disclose the underlying causes for a large proportion of the boys dropping out of school in grades earlier than do the girls.

A number of reasons suggest themselves for the earlier withdrawal from school of boys than girls. The opportunities for securing employment have been especially attractive to boys. There is also an indication of the weakness of many schools in failing to offer the work which holds the interest of both boys and girls and impresses them and their parents as worth while.

"When the age of adolescence approaches, boys and girls alike rebel against the maternalistic atmosphere of the elementary schools and are filled with the longing to get out among men and women where they can take their place in the work of the world. To the boy this longing is a more keen and compelling force than it is to the girl. The result is that the work of the schools is not in itself interesting, if it lacks in vitality, if it does not appeal to the young people as being real, both boys and girls drop out, but the boy goes first".—Springfield Illinois Survey, p. 55.

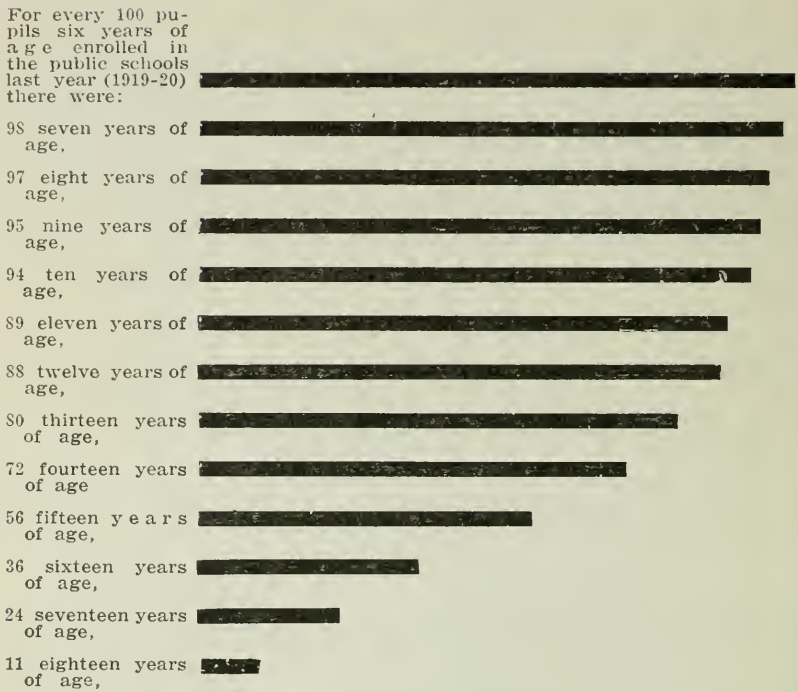
Enrollment By Ages

Children attending school range in ages from five to twenty-one. There is no great difference in the number of children enrolled for each age from six to ten. The very large number of children in the lower grades with few dropping out during the first years in school is evident proof of the large number of children who do not make a grade a year, but who remain in a grade two or more years.

TABLE 5—CHILDREN IN SCHOOLS AT VARIOUS AGES

Age Years	*Elementary			*High Schools			Elementary and High Schools			Per Cent of Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
5	794	781	1,575	.....	.....	.....	794	781	1,575	1.3
6	6,067	6,117	12,184	.....	.....	.....	6,067	6,117	12,184	10.4
7	6,180	5,690	11,870	.....	.....	.....	6,180	5,690	11,870	10.2
8	5,988	5,745	11,733	.....	.....	.....	5,988	5,745	11,733	10.1
9	5,950	5,553	11,503	.....	.....	.....	5,950	5,553	11,503	9.9
10	5,808	5,596	11,404	.....	.....	.....	5,808	5,596	11,404	9.8
11	5,496	5,310	10,806	3	6	9	5,499	5,316	10,815	9.3
12	5,459	5,094	10,553	53	61	114	5,512	5,155	10,667	9.2
13	4,716	4,397	9,113	244	370	614	4,960	4,767	9,727	8.3
14	3,603	3,038	6,641	916	1,215	2,131	4,519	4,253	8,772	7.5
15	1,993	1,728	3,721	1,312	1,756	3,068	3,305	3,384	6,789	5.8
16	829	661	1,490	1,295	1,803	3,098	2,124	2,464	4,588	3.9
17	291	232	523	1,016	1,357	2,373	1,307	1,589	2,896	2.5
18	91	62	153	544	682	1,226	635	744	1,379	1.2
19	18	20	38	224	249	473	242	269	511	.4
20	7	3	10	111	106	217	118	109	227	.2
21	.....	.....	.....	14	15	29	14	15	29	.....
Total	53,290	50,027	103,317	5,732	7,620	13,352	59,022	57,647	116,669	100.0

*Data for Lewistown elementary schools and the high schools of Jefferson county not available for this table.



One pupil in ten is lost to the public schools at the age of eleven, and one out of five is lost at the age of thirteen. The compulsory attendance law affects all children under the age of sixteen who have not completed the eighth grade, yet one-fourth of the pupils entering school are lost in the early teens. Can Montana afford to lose so large a number of her children from school at such an early age?

Retardation

Since most children enter school at the age of six or seven , the first grade is very largely made up of children of normal age. But there are children who do not enter school before eight or a later age, particularly in foreign families and in sparsely settled sections where distances to school are great. Such children are nearly certain to become misfits, and are termed overage. Children are classified as overage if they are eight or more years old in the first grade, nine or over in the second, and so on for other grades.

There are children who enter at the age of six or seven, but who do not make a grade a year. It takes some two or

Round Butte School, Dawson County. The small building in the background was built by a rancher living 7 miles from the school. His wife and children lived here during the term, while he cared for the stock and farm work. The small building at the right of the picture is the teacherage.

three years to complete a grade. It takes some three years to complete two grades; some seven years to complete five. Such children are known as repeaters, they make slow progress, and within a few years in school they become overage children.

It has been shown that a remarkable conditions exists in the first grade (Table 4). This grade has almost one-third (6,336, or 31%) more children enrolled than the second. Nearly one-half of these 6,336 children (2,903) are overage. This is due to late entrance and to slow progress. There are numerous causes of slow progress. Some children are subnormal. Other causes are irregular attendance, short terms, ineffective teaching, short recitation periods, poor methods used in teaching reading and other subjects, neglect of the smaller children, and poor health. Most of these causes obtain primarily in the rural schools.

TABLE 6—NUMBER AND PER CENT OF PUPILS ENROLLED IN EACH GRADE THAT ARE OVERAGE (Older Than Normal Age for Their Grade)

Grades	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1	1,722	16	1,170	12	2,903	14
2	1,720	24	1,251	17	2,971	21
3	2,174	32	1,428	24	3,602	28
4	2,322	34	1,771	28	4,093	31
5	2,293	39	1,660	29	3,953	33
6	2,099	35	1,651	29	3,750	32
7	1,777	37	1,523	31	3,300	34
8	1,680	35	1,600	32	3,280	33
H. S. I	817	31	886	28	1,703	29
H. S. II	379	26	453	23	832	24
H. S. III	236	23	277	19	531	20
H. S. IV	168	26	212	21	380	23
Total	17,398	29	13,882	24	*31,280	26.8

*Data from Lewistown and high schools of Jefferson County not available.

TABLE 7—NUMBER AND PER CENT OF PUPILS ENROLLED AT EACH AGE BELOW NORMAL GRADE (Behind Normal Grade for Their Age)

Ages	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
8	1,074	18	762	13	1,836	15
9	1,439	24	1,008	18	2,447	21
10	1,790	31	1,233	22	3,023	26
11	1,805	32	1,414	26	3,219	29
12	2,174	39	1,582	30	3,756	35
13	2,128	43	1,697	35	3,825	39
14	2,159	48	1,652	39	3,811	43
15	1,993	60	1,728	49	3,721	54
16	1,266	60	1,199	49	2,465	54
17	752	57	782	49	1,534	53
18	444	70	432	58	876	63
19	242	100	269	100	511	100
20	132	100	124	100	256	100
Total	17,398	29	13,882	24	*31,280	27

*Data from Lewistown and high schools of Jefferson County not available.

Tables 6 and 7 show that 31,290 children in the public schools of Montana are overage. (Older than normal age for their grade.) This is more than one-fourth of the children enrolled. For every

100 enrolled [redacted]

There are 27
Over Age [redacted]

Nearly one-half (49%) of the overage children are in grades 3 to 6. Almost an equal number (48%) are from 12 to 15 years of age. It is significant that overageness becomes most marked in the third grade with children eleven years old or older. It is also significant that nearly one-third of the children in each grade from the third to the eighth are overage.

Overageness is more pronounced with boys than with girls. A greater proportion of boys are overage for their grades; more of them make slow progress. It has been shown that boys drop out at lower grades and at earlier ages and that fewer of them remain to complete either the eighth grade or high school. (Table 5, p. 15).

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Ruth E. Roby, from the time she was nine until she completed the eighth grade at thirteen, attended the Silver Bow School in Blaine County, three and three-fourths miles from her home, scarcely ever missing a day. This remarkable record is a practical illustration of what some Montana children are doing in overcoming obstacles in the way of their schooling.

Attendance

There is probably no greater cause of retardation in our public schools than that of irregular attendance. There are far more children attending relatively few days each

year than are enrolled in short term schools. This is made evident from Table 8. There are more than three times as many children attending less than eight months as are enrolled in schools in session less than eight months. Eighty-two per cent of the school children are enrolled in relatively long term schools (more than 160 days), but only 42% of them are in attendance as many days. Because of this failure to attend school the full session on the part of a majority of the school children, retardation becomes most appalling.

TABLE 8—RELATION OF ENROLLMENT AND ATTENDANCE TO LENGTH OF TERM

Days of School	Schools		Enrollment		Attendance	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
80 or less	228	7.1	3,217	2.6	23,603	20.5
81 to 100	127	4.0	1,420	1.2	6,966	6.1
101 to 120	213	6.6	2,565	2.1	7,025	6.1
121 to 140	311	9.6	3,985	3.1	10,235	8.9
141 to 160	713	22.1	9,550	7.6	18,373	16.0
161 to 180	1,547	47.9	92,374	73.6	48,881	42.4
181 or more	88	2.7	12,389	9.8	*	.....
Total	3,227	100.0	125,500	100.0	†115,083	100.0

*Included in 161 to 180 days.
†Not all children enrolled (116,669 given in Age Grade Table, p. 8) were reported in survey on attendance. The difference is 1,586. Data for Lewistown elementary schools not available.

Children enrolled in schools in session 80 days or less number 3,217
Children attending school 80 days or less number 23,603

Children enrolled in schools in session 81 to 120 days 3,985
Children attending school 81 to 120 days 13,991

Children enrolled in schools in session 121 to 160 days 13,535
Children attending school 121 to 160 days 28,608

Children enrolled in schools in session 161 days or more 104,763
Children attending school 161 days or more 48,881

The fact that one-fifth (23,603) of Montana's school children are in attendance less than four months a year should not be overlooked. It requires a full year for a normal child to complete a year's work. When a child is in school only three, four or six months a year he cannot be expected to advance a grade a year. Large numbers of children whose days of school are cut short are denied an opportunity to advance with their classmates, and the result represents an immeasurable loss to the future citizenship of our country.

Table 9 shows that irregular attendance is far more common in the grades than in the high schools and more common in third class districts than in districts of the first

and second class. 43% of the elementary children in third class districts attend less than six months, while 26% of those in first and second class districts attend no longer. Children have been withdrawn for work on the farm in the fall and again in the spring, just at the time of year when the weather is fairest and the roads most easily traveled. While there is a certain amount of non-attendance due to circumstances that cannot easily be avoided, such as illness and too great distance from schoolhouse, it is evident that there is a very large amount of avoidable non-attendance at schools.

TABLE 9—PUPILS IN ATTENDANCE FOR GIVEN NUMBER OF DAYS
(Survey, 1919-20)

Days	Districts Third Class		1st and 2nd Class Districts		All Schools	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Elementary Schools						
20 or less	3,260	6	1,802	4	5,062	5
21 to 40	4,111	8	1,993	4	6,104	6
41 to 60	3,677	7	1,914	4	5,291	5
61 to 80	3,490	7	2,280	5	5,770	6
81 to 100	3,858	7	2,597	5	6,455	6
101 to 120	4,430	8	2,105	4	6,535	6
121 to 140	6,311	12	3,280	7	9,591	10
141 to 160	9,668	18	7,371	15	17,039	17
161 to 180 or more	14,160	27	25,300	52	39,460	39
Total	52,965	100	48,642	100	101,307	100
High Schools						
20 or Less	69	3	244	2	313	2
21 to 40	69	3	258	2	327	2
41 to 60	74	3	266	2	340	2
61 to 80	92	4	304	3	396	3
81 to 100	113	5	398	3	511	4
101 to 120	153	7	337	3	490	4
121 to 140	121	5	523	5	644	5
141 to 160	337	14	997	9	1,334	10
161 to 180 or more	1,326	56	8,095	71	9,421	68
Total	2,354	100	11,422	100	13,776	100

Children Out of School

In spite of the fact that Montana stands at the head of the list of states in the percentage of school children of school age enrolled in the schools, the survey for 1919-20 showed that there were 1,847 children of school age whose homes were not within reach of a school. Of these children 1,011 could not attend school because of the distance, and

836 were obliged to leave home at great expense to their parents to have even a few months of school. The only large county in the state which provided schooling for all its children last year was Cascade county because of the adoption of county unit. (See County Unit, p. 105). In any county having large numbers of rural children it has never been possible with the district system to send every child to school.

The counties with the largest number of children **without school*** last year are:

Phillips	167	Meagher	59
Chouteau	139	McCone	58
Fergus	117	Hill	57
Blaine	81	Powder River	55
Valley	73	Garfield	53
Carter	63	Treasure	51

*See Table 28, p. 105.

A survey of the counties in which a majority of the children without school live shows that most of the children live in districts with little assessed valuation and a high special levy, or in districts where the education of children is given little attention. There appears to be no possibility of providing schools for these children with opportunities for an education commensurate with those of rural children in general as long as large support and full control rest with local districts. If children without schools, are ever to be granted an opportunity for an elementary education, a larger measure of support must be granted them from outside of the districts where they live.

The Eighth Grade

In 1918-19 there were in Montana 1,366 school districts without one child completing the eighth grade. These were all third class districts. Only one district in three had pupils completing the eighth grade this year. In one-teacher schools there was only one to every 45 pupils enrolled. In the larger schools of third class districts there was one to every 19 enrolled, and in districts of the first and second class there was one to every 17 enrolled. A few city schools did even better than this, having one to every 12 pupils enrolled.

The record for 1919-20 was not much better. Of 2,246 third class districts in the state that year there were 1,371, or 61%, which did not have one pupil finishing the eighth grade. In third class districts one pupil in every 24 enrolled completed the eighth grade, but in first and second class districts one in every 15 enrolled satisfactorily completed his work. In third class districts of Sanders county and in second class districts of Teton county last year one eighth grade pupil to every eight enrolled completed his work. This record is the best in the state.

The total eighth grade enrollment as given in the Survey (Age-Grade Table, p. 8) is 9,862. Only 60% of these completed their work. It may be seen from this that Montana's schools are far from ideal in the number enrolled completing the elementary school.

Number of Pupils in Elementary Schools.

Enrolled in 8th grade, 9,862

Finishing eighth grade, 5,760

For the past eight years only 4.2% of the children enrolled in the elementary schools have completed the eighth grade.

TABLE 10—NUMBER ENROLLED IN PUBLIC ELEMENTARY SCHOOLS TO EACH PUPIL COMPLETING THE EIGHTH GRADE

Year	Enrollment	Number Completing Grade	Enrollment Per Pupil Completing Grade	Per Cent Enrolled Who Completed Grade
1913-14	78,958	3,152	25	3.9%
1915-16	93,579	3,957	24	4.2%
1917-18	105,613	4,293	24	4.0%
1919-20	125,500	5,780	22	4.6%
Eight Year Average	100,913	4,296	23	4.2%

Numerous causes give rise to this deplorable situation. Some of these mentioned elsewhere in this report show the prevalence of short terms, irregular attendance in many schools, lack of training of many rural teachers and limited help given them thru inadequate supervision. Better teachers with adequate assistance and longer terms regularly attended would go far to solve the present problem of giving every normal, healthy child an eighth grade education, which is clearly a responsibility the state should assume.

Length of School Term

The average length of elementary school term in Montana in 1919-20 was 165 days. This is 13 days more than the average length of school term two years ago. This is a commendable increase in the number of days schools are open to the children, but the average is still behind that of neighboring states in 1917-18. In that year the average length of term in South Dakota was 186 days; in Oregon, 183 days; in Washington, 174 days; in North Dakota, 168 days; in a number of north central and eastern states over 180 days; and in Rhode Island, 193 days. In Montana it was 152 days in 1917-18. Montana ranked 33rd among the

states in length of school term. If Montana is to maintain first rank in the efficiency of its school system the school terms must be lengthened, particularly in many short-term schools.

TABLE 11—NUMBER OF DAYS THE AVERAGE LENGTH OF ELEMENTARY SCHOOL TERM IS BELOW A STANDARD OF 180 DAYS AND THE NUMBER OF DAYS NOT ATTENDED BY PUPILS ENROLLED (1919-20)

County	Number of Days in School Term	No. of Days School Term Is Below 180 Days Standard	Average No. of Days Actually Attended	Average Number of Days Not Attended
Cascade	178	2	137	41
Silver Bow	178	2	141	37
Lewis and Clark	177	3	139	38
Mineral	177	3	117	60
Custer	176	4	127	49
Missoula	176	4	134	42
Powell	174	6	125	49
Ravalli	174	6	123	51
Beaverhead	173	7	120	53
Musselshell	173	7	124	49
Pondera	172	8	114	58
Rosebud	172	8	110	62
Jefferson	171	9	120	51
Lincoln	170	10	135	35
Broadwater	169	11	132	37
Gallatin	169	11	131	38
Park	169	11	124	45
Fallon	168	12	105	63
Granite	166	14	124	42
Yellowstone	166	14	118	48
Dawson	165	15	112	53
Sheridan	165	15	124	41
Stillwater	165	15	111	54
Carbon	164	16	117	47
Hill	164	16	114	50
Big Horn	163	17	107	56
Fergus	163	17	115	48
Teton	163	17	118	45
Wheatland	162	18	117	45
Wibaux	161	19	104	57
Roosevelt	160	20	112	48
Toole	160	20	107	53
Sweet Grass	159	21	116	43
Deer Lodge	158	22	147	11
Glacier	158	22	109	49
Sanders	158	22	120	38
Meagher	157	23	119	38
Richland	157	23	107	50
Valley	157	23	95	62
Liberty	156	24	104	52
Madison	155	25	119	36
Flathead	153	27	112	41
Treasure	151	29	117	34
McCone	149	31	90	59
Phillips	149	31	102	47
Prairie	149	31	106	43
Carter	148	32	94	54
Chouteau	148	32	101	47
Powder River	147	33	104	43
Blaine	145	35	99	46
Garfield	126	44	88	38
Montana	165	15	119	46

There are schools in almost every county that had 180 days or more last year. City elementary schools and high schools are usually 170 to 180 days in length. Among rural schools, however, the range in the length of terms is from a few weeks to more than 200 days. In the Ayres' report on the efficiency of state school systems the standard length of term is 200 days. In no county in Montana has the average length of term reached 180 days, altho a few counties average nearly as many days. In Table 11 the counties have been ranked on the basis of proximity in their average length of elementary school term to 180 days taken as a standard.

The counties which most nearly approached this standard last year are Cascade and Silver Bow, while the counties farthest from the standard are Powder River, Blaine, and Garfield. The shortest average term for any county is 52 days below that of the longest. In justice to the children of Montana there should be no such great differences in the length of school term. The time has come when equalized educational opportunities should be more fully realized.

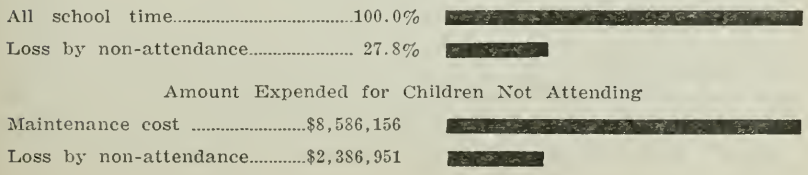
Waste by Non-Attendance

In the third column of Table 11 are given the number of days the pupils enrolled attended. It is found by dividing the aggregate days of attendance by the number of pupils enrolled. Perfect attendance would mean every pupil enrolled in attendance every day school was open to him. The average number of days in school term less the average number of days actually attended, gives the average number of days not attended, as shown in column four of the table.

It will be seen from the table that children enrolled in elementary schools attended on the average only 119 of the 165 days schools were open to them. In fact, on the average 46 days of school time were not attended. The loss represents 27.8% of the school term. More clearly expressed, slightly more than one child out of every four enrolled in school last year was absent each day schools were in session. More than one-fourth of the school term was wasted by irregular attendance. Herein lies the proof of the ineffectiveness of Montana's compulsory attendance laws. This enormous waste should be reduced by a stricter enforcement of our attendance laws.

Montana's Loss, 1919-20

Percentage of School Time Wasted



Amount Expended for Children Not Attending

An attempt has been made to show what this loss means to the state in dollars. The children of the state failed to take advantage of 27.8% of the elementary school terms. The maintenance of elementary schools in Montana cost $8,586,156 in 1919-20. This amount includes the cost of instruction and all current expenses for elementary schools. It does not include liquidation of debts or the cost of general control. There was expended, therefore, $2,386,951 in Montana last year for the maintenance of schools which children did not attend. This loss is partly theoretical, since the children who did attend might have derived greater benefit from school work than they would have derived if the schools had been crowded to their maximum capacity. This does not apply to the rural schools so much as to the city schools that have found it difficult for their building programs to keep pace with the increasing enrollment. It should be stated, too, that a certain amount of this non-attendance is unavoidable. The exact amount of such non-attendance cannot be definitely known. But the fact remains that a large per cent of the taxpayers' money meant to educate the children does not educate, because children are out of school. Altogether Montana wasted not far from two and one-half million dollars last year in providing for the instruction of children who were not in school.

It should be pointed out that the figures here given do not take into account the parochial schools, which care for a considerable number of children in several of the larger cities. The exact number of children enrolled in these schools, and their attendance, is not known. While in a few counties some differences might be made in consequence, it is not believed that it would greatly affect the results for the state as a whole.

The loss to each county in the state resulting from non-attendance varies with the size and wealth of the county and the average length of school term provided. The loss is naturally larger in Silver Bow, Yellowstone and Fergus than in Treasure, Toole or Wibaux, because of the greater wealth or of the size of the county. Where the average length of term in a county is relatively short, the loss thru non-attendance is not large in comparison with counties having a long term, on the average. The loss to each county by non-attendance may be easily computed, but to compare one county with another on this basis is not justified.

Prosperous Valley School, Richland County. Boy Kept Out of School to Burn Thistles

Remedial Measures

In May, 1919, one of the state rural school supervisors visited a school in Richland county which had 23 children enrolled, but only 7 attended during the last two months. The three school trustees had their six children out for work during all this time,—an unusual situation. The district paid out $1,128.25 to maintain the school for nine months, nearly one-fourth of which (or $253.85) was wasted, because it did not educate the children for which purpose the taxes were paid.

This illustration is typical of the non-attendance of children in the fall and again in the spring in many rural sections of the state. Fathers have felt the need of the assistance of their sons in the busy season of the year. Mothers have kept their girls out of school for numerous avoidable reasons. This practice has denied the children their right to a full year's work at school.

Waste in the education of children and in school funds has been caused partly by the laxity in the enforcement of school laws, but more, possibly, by the general indifference on the part of many toward the value of schools. People generally believe in education, are proud of schools and uphold law enforcement. But passive acquiescence is not sufficient. Officers experienced in executing laws know that no statute can be enforced without the active demand of the people. Where a real demand has come from the public that children go to school all the time and that schools shall be open, the conditions just described do not exist. If the ap-

portionment of county school funds were based at least partially on attendance, communities would undoubtedly see to it that children were kept in school all the time possible.

The first task of officers entrusted with the enforcement of compulsory education laws is to compel the attendance of all children physically able to attend. This the officers cannot do without the active cooperation and support of the public.

In every county and in every community a campaign of education calling attention to the great loss to children and taxpayers from irregular attendance would go far toward correcting the present deplorable conditions.

Health of School Children

The biennium has seen marked progress in health education in elementary schools. Class instruction in hygiene and health problems and in the formation of health habits has received emphasis and encouragement thru state publications, health talks and health supervision.

Two years ago a law was passed providing for the physical examination of school children. Local and county physicians and school nurses have been employed in various parts of the state to do this work. No definite data regarding the extent of such work are available. But it is known that in practically every county some physical examinations have been made and in some counties there has been very general compliance with the provisions of this law. While in 15 counties there are reported no expenditures for the promotion of health during 1919-20, the remaining 36 counties expended a total of $31,873.44 for such work, 89% of which was expended in elementary schools. In each of the following counties these expenditures amounted to more than $2,000: Cascade, Gallatin, Lewis and Clark, Powell, Silver Bow, and Yellowstone.

A good beginning in the supervision of health work has been made thru the employment of school nurses. In the fall of 1920 there were 41 nurses in the state devoting a part (19) or all (22) of their time to the schools. Some of these have been employed by the Red Cross or the State Anti-Tuberculosis Association as demonstration nurses. Most school nurses are now employed by boards of education or by county commissioners. Cities have been first to employ nurses for school work, there being only five nurses engaged in 1919-20 by county commissioners for work thruout rural sections, where the need is doubtless greatest.

The State Board of Health has supplied the following information regarding the physical examinations and health

work conducted by school nurses from January to June 30th, 1920. Data are not available for work done previous to this time, when regular detailed reports were first received:

Pupils examined	26,298	
No. with defective sight	3,536,	or 13.5%
No. with defective hearing	979,	or 3.7%
No. with defective teeth	9,889,	or 37.0%
No. with diseased tonsils	6,309,	or 24.0%
No. with adenoids	844,	or 3.2%
No. with orthopedic defects	212,	or .8%
No. with other physica defects	87,	or .3%
No. whose defects were treated	3,480,	or 13 %
No. whose defects were corrected	666,	or 3 %
No. weighed and measured	1,081,	or 4 %
No. with defective nutrition	1,253,	or 5 %
No. visits to schools	2,603	
No. visits to homes	7,996	
No. visits to clinics	703	
No. visits to doctors	409	

Altho every county has its health officer, there are few counties where such officers have been actively engaged in health work among school children. Perhaps the most county-wide constructive health work in the schools of the state during the past several years has been done in Big Horn county by the county health officer, Dr. W. A. Russel. The school health work of this officer may be briefly summarized as follows:

Dr. Russel visits annually every school in his county as the rules and regulations of the State Board of Health require. In his first visits he saw that buildings and toilets were placed in reasonably clean condition and that school buildings were properly heated and ventilated. When these visits were made 62% of the schools were without wells or cisterns, but now practically all have water supplied where possible.

The children were examined for physical defects while Dr. Russel was visiting schools the second year. The health officer found that 54% of the children had defective teeth, 33% had defective throats, 25% had defective eyes, 15% needed operations for tonsils and adenoids. This survey was accompanied by health talks with the use of a microscope and a balloptican. Parents' meetings were held to explain what mothers and the home can do in caring for the health and surroundings of children. Children's physical defects were pointed out to parents and the best ways of remedying the same were explained. Contagious diseases and the laws governing quarantine were also discussed at parents' meetings.

During the school year of 1919-20 Dr. Russel examined 988 school children in his county. Of these, 43% had defective teeth, an improvement of 11% over the previous year. The improvement was even greater, as the child with only one small cavity was marked defective, while the "bad mouths" had almost entirely disappeared.

There were 243, or 26% of the children with defective eyesight. The services of an optometrist were secured, who examined 140 cases and furnished glasses for 78. School boards paid for glasses, as the law requires, where parents were unable to do so. Several children fitted with glasses were immediately able to do the work of a grade in advance.

Defective hearing was not so marked, but there were 64 cases, or 6.5% of all children. One-half of the deafness was due to scarlet fever or measles.

There were 341, or 34%, of the children with defective throats, including adenoids. A very large number of these throats have been operated on since the examinations were made.

It was surprising to find 138, or 13% of the children with goitres. In one school 7 out of 9 children had goitres. The location of homes and the water supply seemed to have a direct bearing upon the number of such cases in a community.

The children of the county averaged 1.48 inches taller and 4.12 pounds heavier than the average child in the United States.

For the past two years there has been only one death from typhoid in the county and not one death from preventable bowel troubles.

Such extensive rural school health supervision as has been made in Big Horn county is worthy of adoption in every county of the state. Some constructive work of this type has been done in Yellowstone, in Hill, in the county unit of Cascade, and in several other counties, but in only a few counties has it been done by the county health officer. During the current year a survey of health conditions among the school children in the county unit of Carbon county is in progress. The work is similar to that already done in Big Horn county. The results achieved by finding and correcting physical defects are evident in the greater progress school children make and in happier and healthier lives.

Other important agencies in the promotion of health among children have been the Health Crusade and the observance of Health Week. Many teachers have caused their pupils to do health chores and form health habits. These, as well as other agencies fostering better health among school children, are worthy of wide recognition.

No accurate data regarding the number of mentally defective children in the state are available, altho this was covered in the biennial survey taken last spring. Teachers reported 330 mentally defective children in the schools and 138 others out of school on the census list. While no children of this type were reported from as many as 7 counties, 46 were

found in Flathead, 36 in Hill, 28 in Madison, 24 in Fergus, 24 in Richland, 22 in Stillwater and 20 in Carbon county. It is more than probable that the exact number of mentally defective children in the state badly needing institutional care exceeds five hundred.

The Kircher two-teacher school, located in the open country near Miles City, has a library room, and a full basement for manual training and household arts.

THE TEACHERS

The Training of Montana Teachers

The question of efficiency of Montana's schools is very closely related to the training of her teachers. The training of 5,010 elementary and 1,060 high school teachers in the state was reported in the survey of last year.

The survey shows that 1,274, or 25%, of the elementary teachers are normal school graduates and 339, or 7%, are college or university graduates. The largest number, 1,847, or 37%, are high school graduates with partial college or normal training; 1,175, or 23%, are not high school graduates, and only 23 teachers, or less than one-half of one per cent, have only an eighth grade education.

More than 9 out of every 10 teachers, not high school graduates, are teaching in rural schools. An adequate supply of teachers trained for rural school work is one of the most serious problems pressing for immediate solution.

Elementary Schools. The type and amount of training Montana's elementary school teachers have received for their work may be seen from the following survey table:

TABLE 12—AMOUNT AND KIND OF PREPARATION FOR TEACHING POSSESSED BY 5,010 ELEMENTARY TEACHERS OF MONTANA (1919-20)

Training	One and Two Teacher Schools	Village Schools 3d Class Districts	City Schools 1st and 2nd Class Districts	Total	Per Cent
Normal School graduates	278	168	828	1,274	25.45
College or University graduates	96	30	213	339	7.0
High School graduates with partial College or Normal training	1,282	233	332	1,847	36.9
High School graduates only	340	23	12	375	7.4
Partial H. S. training with some College or Normal training	698	50	25	773	15.4
Partial College or Normal training with no H. S. training	189	11	8	208	4.0
Partial High School training only	155	14	2	171	3.4
Eighth Grade graduation only	21	1	1	23	.45
Total	3,059	530	1,421	5,010	100
Per cent of total	62%	10%	28%	100%	100

Most of the northern and western states have for years required that their teachers shall be at least high school graduates. Altho the requirements in Montana were raised July 1, 1920, to two years of high school and twelve weeks of normal training, the requirements are still several years behind practically every northern and western state. It is

because of her low requirements that Montana certificates are not recognized in neighboring states. It is also for the same reason that Montana has at present among her teachers those who can not qualify as teachers in the neighboring states of Washington, Oregon and Idaho.

The Percentage of Elementary Teachers Who Are High School Graduates with Professional Training

In Rural schools.....1,656, or 54%

In Village schools..... 431, or 81%

In City schools.....1,373, or 96%

The rural standard is 42% below the city standard.

Of the 3,059 teachers in one and two-room schools more than one-half have had professional training beyond high school. There is a very great difference in the number of professionally trained teachers in the various counties of the state. The counties ranking highest and lowest in the number of rural teachers so trained are Jefferson (91.3%) and Treasure (28.5%) respectively. Other counties ranking high or low are given in the following table:

TABLE 13—PER CENT OF RURAL TEACHERS WITH PROFESSIONAL TRAINING IN SEVERAL COUNTIES

County	Per Cent	County	Per Cent
Pondera	83.3	Roosevelt	32.2
Mineral	77.7	Musselshell	35.5
Silver Bow	77.7	Fallon	36.5
Sweet Grass	77.4	Sheridan	39.4
Wheatland	77.2	Prairie	41.1
Gallatin	73.7	Richland	41.1
Missoula	72.7	Garfield	42.3
Big Horn	70.7	Carter	44.6
Beaverhead	70.3	Valley	44.6

Of the 278 normal school graduates teaching in one- and two-teacher schools Beaverhead county has the largest number (19) and Powell the second largest number (14). Deer Lodge, Mineral and Toole county rural schools had no normal school graduates last year, and Custer, Garfield, Sheridan and Sweet Grass counties had only one each.

In 1919-20 the third class districts employed 198 normal or college graduates for their village schools, which is 37% of the total number of all elementary teachers in these schools. Simliarly first and second class districts employed 1,041 teachers of like qualifications, which is 73% of their total number of grade teachers. City schools have had, therefore, almost twice as large a percentage of their teachers normal or college graduates as have village or town schools in third class districts.

In 1919-20 all elementary teachers were either normal or college graduates in the first and second class districts of Beaverhead, Custer, Granite, Roosevelt, Rosebud, Stillwater and Wheatland counties. In striking contrast with this high record a number of counites had relatively few normal or college graduates enrolled among their elementary teachers in districts of the same class—Prairie, none; Garfield, 25%; Sheridan, 36%; Teton, 36%; Wibaux, 40%.

There were, in 1919-20, 991 elementary teachers and 182 high school teachers in the state without professional training for the last five years or more. This represents 20% of all elementary teachers and 17% of all high school teachers.

TABLE 14—NUMBER AND PER CENT OF ALL ELEMENTARY AND HIGH SCHOOL TEACHERS WITHOUT PROFESSIONAL TRAINING (1919-20)

	Elementary		High School		Total	
For 5 years	629	13%	133	13%	762	13%
For 10 years	225	4	25	2	250	4
For 15 years	137	3	24	2	161	3
Total	991	20%	182	17%	1,173	20%

The majority of these teachers without recent professional training are in the rural schools. Sixty-five out of every hundred of these elementary teachers are teaching in one- and two-teacher schools.

Where Elementary Teachers Without Professional Training for 5 or More Years Are.

Rural Schools	639	65%
City Schools	261	26%
Village Schools	85	9%

Teacher shortage has caused homesteaders and others who were teaching some years ago to return to the schoolroom during the period of emergency. They have increased the teacher supply for the time, but many of them have brot into the classroom old methods of instruction and useless teaching materials that make for anything but a modern school. The law requiring normal training for the issuance of certificates following June, 1920, has had the effect of increasing the number of teachers with some recent training. There are, however, still a large number of rural teachers below standard.

There was no rural teacher last year in Deer Lodge, Ravalli or Silver Bow counties who had not had some professional training within the last five years. Of the teachers in Carbon, Fallon, Flathead, Jefferson, McCone, Phillips,

Powder River and Wheatland counties, less than 10% had had no professional training within five years or more. In contrast, each of the following counties had more than 50% of its teachers with no professional training within the last five years or more: Carter, Custer, Park, Toole and Treasure. It is true that there are elementary teachers among those who have not attended school within five or more years who have modernized their methods by extensive professional reading and study while teaching. There are, however, also those who have not kept abreast of the times. Children are greatly handicapped if they are obliged to attend school to teachers who have not kept up their professional study.

High Schools. Of 1,060 high school teachers reported, all but 15 have had normal or college training beyond a four-year high school course. Almost seven teachers out of every eight (86%) are normal or college graduates. Nearly two-thirds (65%) are college or university graduates. The proportion of high school teachers who are graduates of higher educational institutions is 91% for county high schools and high schools for districts of the first and second class, but for high schools in the third class districts the proportion is 77%.

TABLE 15—AMOUNT AND KIND OF PREPARATION FOR TEACHING POSSESSED BY 1,060 HIGH SCHOOL TEACHERS (1919-20)

Training	Number of Teachers in Districts of the		Total	Per Cent of All High School Teachers
	3d Class	1st and 2d Classes and Co. H. S.		
Normal School graduates	73	149	222	21%
College and University graduates	169	519	688	65%
High School graduates with partial College or Normal training	78	57	135	12.5%
With less preparation	9	6	15	1.5%
Total	329	731	1,060	100%

In some counties all high school teachers in 1919-20 were college graduates—Broadwater, Dawson, Deer Lodge and Meagher. In others all but one or two high school teachers were college or university graduates—Beaverhead, Chouteau, Carter, Custer, Gallatin, Granite, Ravalli, Sweet Grass, Toole and Treasure. Graduates of higher educational institutions are rapidly becoming the only teachers in high school positions.

Professional Progress. There is today no larger percentage of teachers in Montana well trained for their work than there was ten years ago. There are more than three times as many normal school graduates in the state today as there were in 1910, but the number of such graduates proportional to the number of teachers in the state has remained practically the same thruout the decade. So also has the proportional number of college or university graduates remained almost the same for ten years. In fact it appears that since about 1916 or 17 the percentage of well trained teachers is slightly decreasing. These facts are revealed by Table 16.

TABLE 16—GRADUATES OF COLLEGES AND NORMAL SCHOOLS TEACHING IN PUBLIC SCHOOLS OF MONTANA, 1910 TO 1920

Year	Total Number of Teachers	College or University Graduates		Normal School Graduates, but Not College Graduates	
		No.	%	No.	%
1910	2,040	258	12.6	537	26.3
1911	2,540	365	14.4	773	30.4
1912	2,805	432	15.3	842	30.0
1914	3,778	591	15.6	1,002	26.7
1915	4,327	498	16.1	1,189	27.4
1916	4,731	647	12.3	1,215	25.6
1917	5,263	833	15.8	1,480	28.1
1918	5,600	867	15.5	1,560	27.8
1919	6,080	886	14.5	1,636	26.8
1920	6,215	880	14.1	1,679	27.0
10-Year Increase	204%	241%	.....	212%	.....

This condition will persist as long as the number of graduates of higher institutions increases no more rapidly than the number of teachers needed. The problem is clearly that of providing for more rapid increase in the number of well-trained teachers. It is worthy of note that the per cent of Montana teachers who are graduates of normal schools and universities has been slowly decreasing since 1917. Something must be done to change the tide.

Salaries and the Educational Crisis

During the past two years the people in all parts of the United States have been brot face to face with a serious crisis in our public schools, so serious that the very future of our civilization has been threatened. In the United States last year 39,000 schools were vacant, 65,000 teachers were below standard and normal school enrollment in four years decreased 30%. During 1919-20 Montana was short 227 teachers, about as many as were employed in five of the

smallest counties of the state. A survey taken when schools opened in September of this year (1920) showed that Montana was short 513 teachers in 35 counties. This shortage was found almost exclusively in rural sections. During the beautiful fall months when country children can reach the school building without trudging thru deep snows or mud, many schools have had to remain closed for want of teachers.

Numerous factors give rise to this alarming teacher shortage. Unsatisfactory living conditions and lack of social life are two important ones. But the most serious factor in keeping many schools open is the economic problem. The demand for higher salaries for teachers which has slowly but universally been taken up by the general public has been promoted more by sympathy for the teacher's struggle for a comfortable living, regardless of preparation and experience, than by a regard for the welfare of future generations. The policy of parading before the public the financial woes of poorly paid teachers tends to give the salary phase of our present difficulties the importance which should be attached only to the paramount problem in the educational crisis. The poor and unprepared teacher instead of being underpaid is now being paid more than she is worth. Thousands of children are attending no school at all or are receiving instruction, if such it might be termed, from teachers who can be so called only because they hold emergency licenses which enable them to draw pay.

Schools are maintained only for the good of the children. Teachers who have at heart the welfare of society should cease to harp on their inability to live on present salaries, and should seek means of educating the public to see the menace in present conditions. Any good teacher can make a better living in some other occupation. The poor teacher, unable to make such a change, remains in the profession tho poorly paid. Herein lies the peril of the situation. The best are being constantly drawn away into other lines of work. The shortage thus created is being largely filled by the employment of inferior applicants. Only future history can record the tragedy which must follow if this policy continues. If society of tomorrow is to receive the inspiration of leadership which only the teacher can kindle in the minds of the children of today, the teaching profession must be made attractive enuf to hold its best members. Only in this way will it attract the most worthy to it, and standards instead of being lowered, as has recently been done, can be raised to a level where they ought to be. Montana's minimum requirements for teachers are today lower than those in other northwestern states. The narrow view of meeting today's immediate needs encourages those who lack vision and perspective to urge further lowering of standards which

are already nothing short of disgraceful. If the amount of effort which is being put forth by the unqualified and their sympathetic friends to secure permits to teach were expended by leaders of vision in educating the public to the dangers in our present dilemma, our difficulties, financial and professional, would disappear.

Elementary Teachers. At the close of the school year (1919-20) a very careful survey of teachers' salaries was taken which revealed the following startling facts:

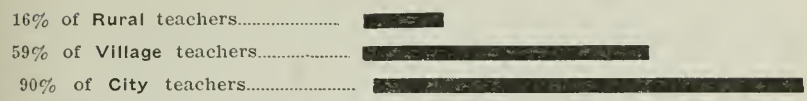
TABLE 17—ANNUAL SALARIES OF ELEMENTARY TEACHERS (1919-20)
(Salaries of Superintendents and Principals Not Included)

Salaries	Number and Per Cent of Teachers in Schools of							
	1 and 2 Teacher (Rural)		3 or More Teachers in districts of				All Classes (Rural, Village and City)	
			Third Class (Village)		1st and 2d Class (City)			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Less than $600	283	10	1	.....	.....	.....	284	6.1
$601 to $700	340	12	2	.....	.....	.....	343	7.3
$701 to $800	633	22	3	1	11	1	647	13.8
$801 to $900	1,149	40	183	40	124	9	1,456	31.1
$901 to $1,000	260	9	128	28	184	14	572	12.2
$1,001 to $1,100	78	3	78	17	156	11	312	6.7
$1,101 to $1,200	83	3	49	11	132	10	264	5.7
$1,201 to $1,300	12	1	11	2	177	13	200	4.3
$1,301 to $1,400	5	.....	5	1	171	12	181	3.9
$1,401 to $1,500	.....	.....	.....	.....	95	7	95	2.0
$1,501 to $1,600	.....	.....	.....	.....	141	10	141	3.0
$1,601 to $1,700	.....	.....	.....	.....	72	5	72	1.5
Over $1,700	.....	.....	.....	.....	111	8	111	2.4
Total	2,843	100	460	100	1,375	100	4,678	100

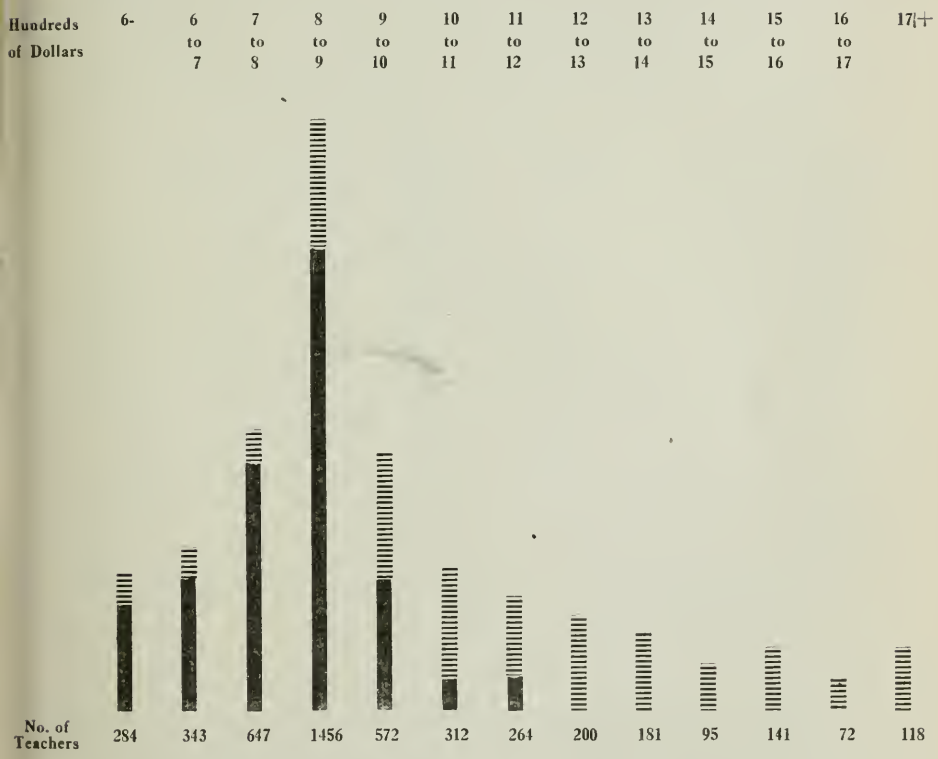
It seems almost incredible that 58.3% of 4,678 elementary teachers of the state should have received less than $900.

It is not at all strange that the teacher shortage is greatest in rural districts when one teacher in every ten in these districts received last year a salary of less than $600. **When seven out of every eight rural teachers received less than $900,** why should young people be expected to go to school several years and pay out many dollars to meet the unusually low legal requirements for Montana teachers? Only 100 rural teachers received more than $1,000 salary last year.

Contrast the Percentage of Teachers Receiving More Than $900



Forty per cent of the rural and town or village teachers received between eight and nine hundred dollars. Forty-four per cent of the rural teachers received less than $800. The rural sections of the state have not paid the salaries offered in town and city schools, the result of which is seen in teacher shortage and lower standards in teachers' qualifications.



Total, 4,778—Whole Columns, All Elementary Teachers—Shaded Columns, Rural Teachers

DIAGRAM 2—NUMBER OF ELEMENTARY TEACHERS FOR EACH HUNDRED DOLLARS IN ANNUAL SALARY

Salaries were not uniformly low in the rural districts of all counties, nor were they uniformly high in all first and second class districts. No teacher in Cascade county received less than $800 last year and in six other counties no one received less than $700. Table 18 shows that one-fifth of the elementary teachers in the third class districts of 12

counties and in the first and second class districts of 33 counties received more than $1,000 for the year. It is also shown that not one elementary teacher in the third class districts of Blaine, Garfield, Liberty, Phillips, Powell, Sweet Grass, Treasure and Valley counties and in the first and second class districts of Broadwater, Carter, Garfield, Phillips and Prairie counties received as much as $1,000.

TABLE 18—PERCENTAGE OF ELEMENTARY TEACHERS WHOSE SALARY WAS MORE THAN $1,000 IN 1919-20

County	In Districts of		County	In Districts of	
	3d Class	1st and 2d Classes		3d Class	1st and 2d Classes
Beaverhead	27%	100%	Meagher	8%	57%
Big Horn	5	11	Mineral	60	*
Blaine	0	11	Missoula	13	76
Broadwater	7	0	Musselshell	14	100
Carbon	13	75	Park	7	67
Carter	3	0	Pondera	23	77
Cascade	35	91	Powder River	2	*
Chouteau	12	75	Powell	0	100
Custer	9	100	Prairie	6	0
Dawson	3	100	Ravalli	15	19
Deer Lodge	17	100	Richland	1	81
Fallon	3	28	Roosevelt	2	15
Fergus	5	23	Rosebud	4	88
Flathead	8	51	Sanders	21	*
Gallatin	26	77	Sheridan	8	77
Glacier	21	*	Silver Bow	53	92
Granite	23	91	Stillwater	1	25
Hill	3	100	Sweet Grass	0	100
Jefferson	32	100	Teton	7	8
Lewis and Clark	28	94	Toole	19	0
Liberty	0	75	Valley	0	23
Lincoln	5	23	Wheatland	23	100
Madison	19	*	Wibaux	2	100
McCone	3	*	Yellowstone	12	76

No elementary teacher in Garfield, Phillips or Treasure counties received more than $1,000.

*No first or second class district in county.

These wide variations in salaries of elementary teachers are explainable in part by the unequal distribution of wealth and by the differences in the degree of interest taken in educational affairs. Higher salaries have been more general, and funds for school purposes have been more easily raised in some of the older settled counties of western and central Montana. In some of the newer counties and in certain districts of practically all counties such low valuations have existed that it has taken supreme effort to raise enuf funds to pay teachers equally well. In some districts it is

easily possible to pay all teachers more than $1,500, while in other districts it is next to impossible to pay as much as $700 without a special district levy of more than 20 mills. A few counties are given in Table 19 to show the varying abilities of third class districts to meet the increasing teacher cost. To maintain rural schools adequately for nine months in those sections of the state where low valuations exist, aid from sources outside of such sections is needed.

TABLE 19—PER CENT OF THIRD CLASS DISTRICTS IN SEVERAL COUNTIES WITH MORE THAN 10 MILLS SPECIAL LEVY COMPARED WITH THE PER CENT OF ELEMENTARY TEACHERS PAID MORE THAN $700 (1919-20)

County	Per Cent More Than		County	Per Cent More Than	
	10 Mills Levy	$700 Salary		10 Mills Levy	Salary $700
Powell	3%	79%	Sheridan	100%	76%
Meagher	5	61	Valley	94	72
Gallatin	24	100	Garfield	89	41
Silver Bow	25	77	Richland	89	47
Beaverhead	29	90	Powder River	89	74
Lewis and Clark	37	91	Phillips	87	100
Flathead	40	85	Roosevelt	85	94
Mineral	45	90	Toole	72	90

High Schools. The salaries of high school teachers for 1919-20 ranged from $800 to more than $1,700. Cities paid higher salaries to a larger percentage of their teachers. Less than one-half (45%) of the high school teachers in third class districts received more than $1,200, while in the first and second class districts four-fifths (80%) of the teachers received more than $1,200. Third class districts have had greater difficulty in raising funds for their high school teachers than have the districts of a higher class.

No large difference existed in the salaries of teachers in high schools and the salaries of principals in such schools, except in a few cases. In third class districts 197 high school teachers received last year an average salary of $1,223, while 158 principals in such districts received an average of $1,491.

The Poplar School Band, organized in 1919, which, in the words of Dr. Winship, has been "Toning up and tuning up the community in musical appreciation and achievement" under the direction of Supt. Mitchell.

TABLE 20—ANNUAL SALARIES OF HIGH SCHOOL TEACHERS (1919-20)
(Salaries of Principals Not Included)

Salaries	Number and Per Cent of Teachers in Districts of				All High Schools	
	Third Class		1st and 2d Class			
	Number	Per Cent	Number	Per Cent	Number	Per Cent
$801 to $900	12	6%	10	1%	22	2.5%
$901 to $1,000	20	10	20	3	40	4.8
$1,001 to $1,100	33	17	29	4	62	7.4
$1,101 to $1,200	44	22	75	12	119	14.2
$1,201 to $1,300	33	17	62	9	95	11.3
$1,301 to $1,400	13	7	91	14	104	12.4
$1,401 to $1,500	15	8	95	15	110	13.1
$1,501 to $1,600	9	4	52	9	61	7.3
$1,601 to $1,700	5	2	44	7	49	5.8
Over $1,700	13	7	165	26	178	21.2
Total	197	100	643	100	840	100

In first and second class districts the averages for 643 teachers and for 36 principals were $1,446 and $1,532, respectively. There were, however, several striking exceptions to this ratio.

Per Cent of Teachers Receiving Less Than $1,000

Elementary 70.5%

High School 7.3%

Per Cent of Teachers Receiving More Than $1,200

Elementary 17.1%

High School 71.1%

The difference between the salaries of high school and elementary teachers is much greater than the difference between the salaries of high school teachers and principals. By comparison of data in Tables 17 and 20 it may be seen that 70.5% of the elementary teachers received less than $1,000, while 92.7% of the high school teachers received more than $1,000. The difference in average salaries for high school and elementary teachers is approximately five hundred dollars. The difference in average salaries with the same training is $523.23 (Table 22) and with the same experience the difference is $487.69 (Table 24). This difference is scarcely justified, when it requires as great skill and quite as much training and daily preparation in teaching rural and grade children as it requires for teaching high school students. Making due allowance for differences in living expenses, it appears that the saving wage for rural elementary and high school teachers should be more nearly the same. No one would imply that high school teachers are too well paid. The implication is rather that all teachers should receive such increases in their salaries according to their experience, training and success in teaching as to make their saving wage more nearly commensurate with the value and amount of work they have to do.

Living Expenses. Some variations in the salaries of teachers in different schools may be justified and accounted for by the differences in living expenses. These differences are shown in Table 21. Survey reports on living expenses were received for 5,162 teachers. The teacher in one-or two-teacher schools paid on the average approximately thirty dollars ($29.77) for board and room per month. In towns and villages of third class districts both elementary and high school teachers paid about fourteen dollars more per month. Teachers in city schools of first and second class districts

paid approximately fifty-three dollars a month for board and room, which is twenty-three dollars more than the rural teacher paid. The average monthly living expenses in 1919-20 for all teachers was $40.07.

TABLE 21—TEACHERS' LIVING EXPENSES (BOARD AND ROOM) PER MONTH (1919-20)

Elementary Schools	No. of Teachers	Average of Expenses
Employing One Teacher	2,499	$29.56
Employing Two Teachers	178	32.65
Employing Three or More Teachers in Third Class Districts	470	43.34
First and Second Class Districts	1,356	53.45
All Elementary Schools	4,503	$38.32
High Schools		
Of Third Class Districts	227	$45.38
Of First and Second Class Districts	487	53.89
All High Schools	714	$51.12
All Schools	5,162	$40.07

Salary in Relation to Training

The 1919-20 report on salaries in relation to training includes 5,283 teachers, exclusive of principals and superintendents.

The average annual salary of normal graduates teaching in elementary schools last year was $1,147.21. This was $38.86 a year more than college graduates received teaching in the same schools, and $221.55 more than high school graduates with some normal training received. High school graduates increased their salaries as elementary teachers 46% by taking a full two-year normal school course. Normal graduates are distinctly in favor for rural and grade work, and the larger salaries offer an inducement to secure normal training for those who continue teaching in elementary schools.

Teachers who are high school graduates only or who have less than a high school education are not as a rule em-

ployed as high school teachers. Only four such teachers were employed in 1919-20, but 1,295 such teachers were found in the elementary schools. The average salary of these elementary teachers with only high school education or less was $794.15, while the average salary of these teachers with more than a high school education was $1,027.88. The difference is $233.73.

TABLE 22—AVERAGE SALARIES OF TEACHERS IN RELATION TO TRAINING (1919-20)

(Superintendents and Principals Not Included)

Training	Elementary			High Schools		
	Number	Monthly Salary	Yearly Salary	Number	Monthly Salary	Yearly Salary
College or University graduates	316	$114.65	$1,110.35	540	$163.60	$1,576.41
Normal graduates	1,207	119.79	1,147.21	178	138.82	1,294.00
High School graduates with some Col. or Nor. training	1,664	104.19	925.66	79	136.70	1,291.37
High School graduates only	381	91.13	783.30	.....	.....	.....
Teachers with some H. S. and some Col. or Nor. training	682	94.59	798.40	4	118.25	1,182.50
Teachers with no H. S. but some Col. or Nor. training	185	93.35	804.70	.....	.....	.....
Teachers with some H. S. work only	25	97.12	841.28	.....	.....	.....
Eighth grade graduates only	22	93.82	707.72	.....	.....	.....
Average	4,482	$106.06	$960.35	801	$153.97	$1,483.58

Teachers with corresponding training received more in the high schools than in the elementary schools. College graduates teaching in high schools received $466.06 more on the average than those of equal qualifications teaching in the grades. Normal graduates received $146.79 a year more on the average teaching in the high schools than in the grades. The differences are shown graphically for both men and women in the diagram on page 47. This difference in salary is unreasonably large as seen by giving consideration to the cost of training, the work connected with detailed preparation of lessons and the technique of instruction, which is practically the same in amount and value of work done for elementary as for high school teachers.

TABLE 23—AVERAGE SALARIES OF MEN AND WOMEN TEACHERS
(1919-20)

Training	Salaries of Elementary School Teachers					
	Men			Women		
	Number	Monthly	Yearly	Number	Monthly	Yearly
College graduates	35	$114.63	$1,021.40	281	$114.65	$1,121.42
Normal graduates	42	127.59	1,228.45	1,165	119.51	1,144.19
H. S. graduates with some College training	94	102.22	912.00	1,570	104.30	926.48
H. S. graduates only	28	89.46	717.14	353	91.26	788.53
Teachers with some H. S. and some College training	49	97.22	770.77	633	94.39	800.05
Teachers with no H. S. but some College training	13	96.69	850.46	172	93.10	812.87
Teachers with some H. S. work only	1	92.00	828.00	24	97.33	841.83
Eighth Grade graduates only	2	90.00	592.50	20	94.20	719.25
Average	264	$105.22	$924.22	4,218	$106.07	$962.13
	Salaries of High School Teachers					
College or University graduates	147	$183.86	$1,837.13	393	$153.49	$1,478.89
Normal graduates	32	173.65	1,618.40	146	131.19	1,223.58
H. S. graduates with some College training	27	146.40	1,324.15	52	131.63	1,274.34
Less training	3	135.00	1,321.67	1	68.00	765.00
Average	209	$176.75	$1,729.97	592	$145.92	$1,396.60

There were last year sixteen times as many women (4,218) as men (264) teaching in elementary schools. The differences in the average yearly salaries of men and women with equal training were not great. College women received one hundred dollars more than college men teaching in the grades. Men who are normal school graduates received $84.26 a year more than women with the same training. For teachers with less training the salary differences between men and women teaching in elementary schools were slight, but with the larger salaries generally in favor of women.

In the high schools, however, differences in average salaries of men and of women of equal training were most marked. Among college graduates teaching in high schools men received an average of $358.14 more last year than women. Among normal school graduates men received an average of $394.82 more than women. This wide range in

salaries between men and women of equal training teaching in high schools stands in striking contrast to the national slogan of professionally minded teachers as stated by President Coffman of the University of Minnesota—"Equal pay for equal work of equal worth."

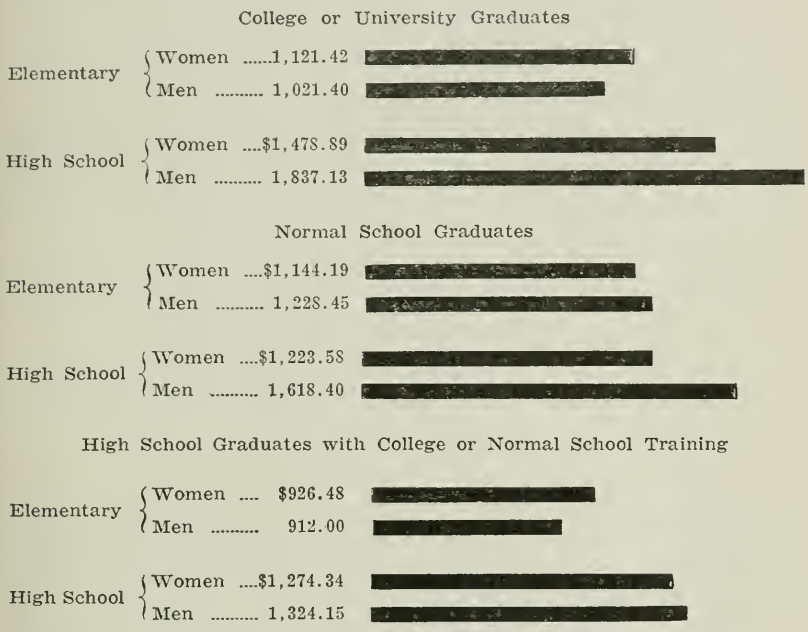


DIAGRAM 3—ANNUAL SALARIES OF MEN AND WOMEN TEACHERS IN RELATION TO TRAINING (1919-20)

Salaries in Relation to Experience

Teachers who began their work in the one-teacher schools of Montana 1919-20 commanded an average salary of $762.82. Those who had had ten years of experience commanded only $70.80 more. Those who began their teaching experience in two-teacher schools received an average salary of $72 more than those teaching for the first time in one-teacher schools. Those who had had ten years of experience received an average of $266.62 more per year than those without experience in similar positions. In villages and towns in third class districts there was a smaller increase in salaries for elementary teachers of experience than for teachers of any other group.

TABLE 24—AVERAGE SALARIES OF TEACHERS IN RELATION TO EXPERIENCE (1919-20) (Salaries of Principals and Superintendents Not Included)

Experience	Elementary Rural Schools					
	Of One Teacher		Of Two Teachers		Of One and Two Teachers	
	Number	Average	Number	Average	Number	Average
9 months or less	395	$762.82	16	$812.15	411	$764.41
10 to 18 months	384	787.48	23	834.83	407	790.16
19 to 27 months	338	806.70	23	881.00	361	811.43
3 to 5 years	516	799.36	44	939.88	560	810.41
5 to 10 years	528	822.73	60	945.28	588	835.23
More than 10 years	415	833.70	52	1,029.44	467	855.49
Average	2,576	$803.19	218	$936.36	2,794	$813.59

Experience	Elementary Town and City Schools in Districts of the				All Elementary Schools	
	Third Class		First and Second Class			
	Number	Average	Number	Average	Number	Average
9 months or less	32	$919.91	41	$977.68	484	$792.76
10 to 18 months	43	918.23	62	1,069.35	512	834.76
19 to 27 months	60	929.38	108	1,124.12	529	888.65
3 to 5 years	128	942.25	251	1,125.53	939	912.61
5 to 10 years	142	962.39	466	1,259.31	1,196	1,015.49
More than 10 years	86	998.56	405	1,563.59	958	1,167.69
Average	491	$952.85	1,333	$1,298.05	4,618	$968.23

Experience	High Schools in Districts of the				All High Schools	
	Third Class		First and Second Class			
	Number	Average	Number	Average	Number	Average
9 months or less	23	$1,100.78	41	$1,332.53	64	$1,250.81
10 to 18 months	28	1,188.50	33	1,319.94	61	1,259.60
19 to 27 months	21	1,222.43	60	1,385.65	81	1,343.33
3 to 5 years	55	1,275.49	141	1,406.88	196	1,370.02
5 to 10 years	75	1,365.18	184	1,530.08	259	1,482.41
More than 10 years	73	1,466.89	152	1,742.79	225	1,652.83
Average	275	$1,322.88	611	$1,515.81	886	$1,455.92

Inexperienced elementary teachers in cities of first and second class districts received an average of $977.68, which was $144 more than rural teachers in one-teacher schools

received even with many years of experience. The attractive salaries which cities have been paying for experienced teachers have been a powerful factor in taking the most efficient teachers from the rural schools. City teachers with experience receive more than twice the average salary of rural teachers without experience. Children of the farms have had the inexperienced teachers largly because of low salaries offered. Equality of educational opportunity can never be realized for rural boys and girls without salaries sufficiently attractive to hold the teachers of experience in the rural schools.

Elementary Teachers

Schools	Experience	Salary
One Teacher	One Year	$762.82
	Over 10 Years	833.70
	9.2% increase	
Two Teachers	One Year	$ 812.15
	Over 10 Years	1,029.44
	26.7% increase	
Towns of 3d Class Districts	One Year	$919.91
	Over 10 Years	998.56
	7.1% increase	
Cities of 1st and 2d Class Districts	One Year	$ 977.68
	Over 10 Years	1,563.59
	59.9% increase	

High School Teachers

Towns of 3d Class Districts	One Year	$1,100.78
	Over 10 Years	1,466.89
	33.2% increase	
Cities of 1st and 2nd Class Districts	One Year	$1,332.53
	Over 10 Years	1,742.79
	30.8% increase	

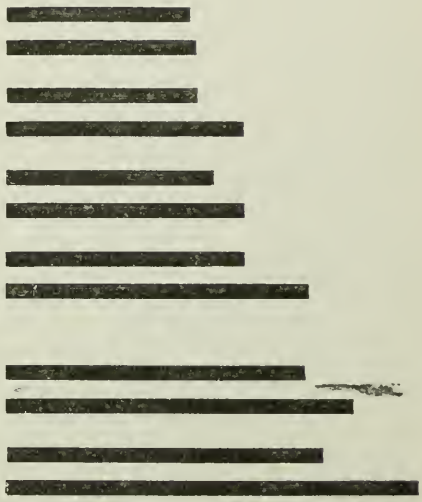


DIAGRAM 4—ANNUAL SALARIES OF TEACHERS IN RELATION TO EXPERIENCE (1919-20)

Cities in first and second class districts increase the salaries of their grade teachers by sixty per cent with ten or more years of experience. This standard of increased salaries is more than six times as high as is the standard for teachers in rural and village schools. It is clearly evident that a more rapid increase in salaries of elementary teachers in villages and in the open country must be made to keep experienced teachers in small town and country schools.

When everything has been said and all conclusions drawn from the 1919-20 survey, the statement can justly be made that salaries paid in the majority of school districts were determined not by the training or experience of the teachers but by the amount necessary to secure their services.

"When the salaries of teachers are raised to a point where the men and women who prepare for the work can be happy in it, proud of it, freed from constant financial worry, and able to pay their share of the social and civic activities of the town, then, and only then, will teaching attract the kind of men and women who should and can instruct the citizens of tomorrow."—Literary Digest.

Summer Schools

No agency has been of greater help to Montana teachers during the past two years in their improvement in service than the summer schools maintained at the several institutions of the University of Montana and also at several other points.

The past summer the enrollment of teachers exclusive of other students at the several schools was as follows:

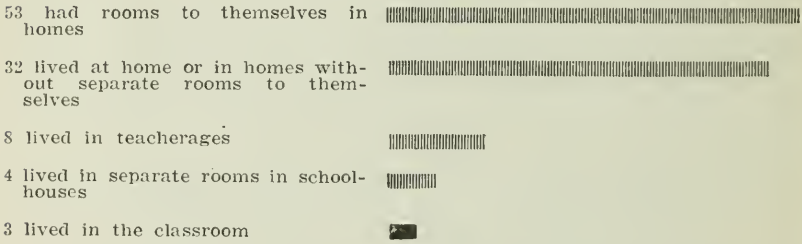
State University, Missoula	71
State College, Bozeman	30
State Normal College, Dillon	361
Rosebud Lake, Alpine	27
Eastern Montana, Glendive	96
Central Montana, Lewistown	238

The previous summer session was held at the same institutions with the exception that the Eastern Montana school was held at Terry instead of Glendive. These schools have made it possible during the last few years for teachers to meet the requirements which went into effect the first of last July requiring 12 weeks of normal training of all teachers to whom certificates are issued and also have assisted many others who hold certificates in improving their methods and getting in touch with most progressive ideas in education.

This teacherage was built for the Crow Creek School, Broadwater County, at a cost of $750. The schoolhouse contains a basement, play room and a community kitchen.

Homes for Teachers

In 1919-20 for each 100 Rural Teachers



There were in Montana 3,166 one- and two-teacher schools, but only 226 district-owned teacherages for these schools. This small number was slightly increased by 34 cottages or ranch houses rented for teachers, and by 10 teacherages and rented cottages located in villages. The average cost of 233 district-owned teacherages in the state was $481.80, but there are teacherages that have cost anywhere from $100 with donated labor up to $3,000 for a teacherage near a one-teacher school and $3,500 for one in a village. The teacherages are not evenly distributed over the state, for in 10 counties there were none in 1919-20, and in 25 other counties there were only 60.

A number of rural teachers lived in schoolhouses. There were 125 school buildings where separate rooms had been provided for the teacher. This has been a fairly satisfactory plan; such rooms have not always been occupied every year. Ninety-six teachers last year lived in the classroom. This plan interferes so much with the work and conduct of the school that it has not been adopted except as a last resort in some isolated communities with few children.

By far the largest number of rural teachers in 1919-20 lived in homes in the communities where they taught. There were 1,763 teachers provided with rooms to themselves at boarding houses, but there were approximately 1,047 other teachers living in private homes where separate rooms were provided. While in some counties it is common to find homes with separate rooms for teachers, there are 10 counties in which approximately 321 rural teachers had no separate rooms provided last year. While 133 teachers lived outside of the district in which they taught, 42 of these were obliged to do so in order to find a place to live. One of the most pressing problems before rural and village communities is clearly that of providing proper living conditions for their teachers.

With the present demand for teachers, those best qualified will not accept positions where living conditions are not satisfactory. It is an established fact that a teacher cannot give efficient service if she is uncomfortable in her home. The essential elements in a teacher's living conditions are a clean bed, wholesome food and a quiet warm room where she may work undisturbed. There are still more than one thousand rural schools in the state where teachers do not have the ordinary comforts of a good place to live.

It is much more difficult for most teachers to find a good boarding place than to find a school. The difficulty of securing good teachers for rural and village schools would doubtless be very largely solved, if good homes and living conditions were provided for all teachers. One of the first questions a teacher considering a rural or village school position usually asks is "Is there a good boarding place?"

ADMINISTRATION

The State Department of Education

During the past two years the state department has found it possible to give much more attention to high school work than could be given previously, as before that time the deputy superintendent of public instruction had divided his time between his work as deputy and the supervision of high schools. Both lines of work could be done only partially until a full time high school supervisor was provided.

State certification of teachers has greatly increased the work of the state department. The expense connected with this system has so far been covered by the fees received from certificates. As the volume of work increases, however, it appears necessary that the salary of at least one clerk should be provided by an appropriation. The benefits to the state both from the provision of more uniform standards for teachers in the various counties as well as the saving of unreasonable expense to many counties has been very much worth while.

The state department has also undertaken in a small way to serve the school trustees of the state by assisting them in securing teachers. This service has also been the means of sparing many teachers from the obligation of a fee to an agency, thus materially increasing the teachers' salaries. The time has not been available to compile figures showing the numbers of teachers and districts served, but there is little doubt in the minds of those who have done the work of placing teachers that the service has been very much worth while and should be continued. If it is continued it will be necessary for a competent clerk to be provided as it will not be possible for the work, which will necessarily increase in time, to be cared for by the deputy as heretofore.

The two rural school supervisors have covered the work of county supervision with the county superintendents, the one giving his time to eastern Montana and the other to the western end of the state. The type of work particularly stressed during the past year has been the improvement of instruction, which is without question the most vital factor in a good school. Numerous teachers' meetings have been held where groups of teachers have had opportunity to ob-

serve classroom work and later to discuss it with the county superintendent and rural school supervisor. This type of work has many times given a new viewpoint of the aims of classroom instruction not only to young and inexperienced teachers, but also to those of longer experience who have lost perspective thru failure to keep in touch with modern methods.

There is one type of work in particular which the state department has never undertaken and which should not longer be neglected, if importance is attached to elementary education. There has been no state supervision whatever of the elementary schools in graded systems of the state. The larger schools have their own supervisors for their grades in the person of the superintendent, special supervisors and principal of the building. But the smaller systems where elementary teachers frequently have more limited preparation than in the larger schools, the superintendent or principal is obliged to devote much, if not all, of his time to teaching in the high school. The result is that the elementary work in his school may or may not be strong and he has no opportunity to discover weaknesses till his pupils finally reach high school and he finds their meager preparation for work there.

It is in the elementary grades of these village and moderate sized town schools as well as larger schools that a distinct service could be rendered by a trained supervisor who could assist the superintendent or principal in determining the efficiency of the instruction of his teachers whose work he is seldom able to observe. In fact, when he observes it, he oftentimes is unable to decide whether it is effective or ineffective. An elementary supervisor is a member of the office force in all state departments which attempt to assist in the improvement of instruction in the elementary schools. Montana should not longer neglect the elementary grades in her schools.

The Teachers' Retirement Law

The law providing for the retirement of Montana teachers after twenty-five years of service, at least 15 of which have been in this state unless the teacher was engaged in teaching in Montana when the law was passed, in which event only 10 years of service in Montana is required, is operating satisfactorily for the present.

Forty-three teachers have retired under the provisions of the act. The funds on November 1, 1920, amounted to $140,087.79, of which $137,056 has been invested at 6% interest. The fund has increased $34,309.58 the past year.

It is generally recognized that under the present plan the income will not be sufficient to meet obligations very many years, but there is no reason to suppose that Montana will ever permit her aged teachers to be left without the assistance of this income which has been earned many times over by them during the time when their salaries were very meager.

A committee of the State Teachers' Association has recently had assigned it the working out of plans for strengthening the financial provisions of the law, which plans can not be presented to the association for a year or more. It is confidently believed by those interested in the law that Montana will eventually do as many other states have done, work out a plan which will rest on a sound financial basis and which will recognize the invaluable service to the state rendered by the teacher of long experience.

Certification of Teachers

In June, 1919, the first teachers' examination was held under the new law providing for state examination of all teachers under the direction of the State Board of Educational Examiners. The first board has been composed of Miss Elizabeth Sutherland, county superintendent of schools, Dillon, Montana; Professor Freeman Daughters, State University, Missoula; A. J. Roberts, principal of high school, Helena, Montana; J. U. Williams, superintendent of schools, Harlowton, Montana, and the superintendent of public instruction, who is ex-officio chairman of the board.

The board has exercised all possible care in the supervision of the grading of papers and issuing of certificates. Very great leniency has been shown on account of the fact that a new system was being put into operation and also because of the great difficulties experienced by county superintendents in securing teachers for their schools. However, the board has at all times tried not to permit any leniency to operate to the injury of children and have carefully investigated the record of all persons applying for certificates.

The results of examinations have been as follows:

	June, 1919	Dec., 1919	June, 1920
State	3	2	8
Professional	11	104	53
First Grade	98	215	110
Second Grade	240	490	433
Temporary	247	658	199
Failure	270	202	308
Total	869	1,671	1,103

In 1919 permits were issued to 1,119 persons to teach until the next teachers' examination at which time a large percentage received certificates. Those who did not were obliged to stop teaching. During 1920 permits have been issued to 1,433 persons under similar conditions.

State and life certificates based upon credentials submitted without examination have been granted by the State Board of Education during the past two years as follows:

	1919	1920
State	541	620
Life	102	106

County School Administration

County Supervision

In 1919-20 there was in Montana, on the average, one schoolhouse to every 46 square miles. The variation by counties was from 20 square miles per schoolhouse in Stillwater county to 122 square miles per schoolhouse in Beaverhead county. There are not so many schoolhouses in the mountainous and stock-raising sections of the state as in sections devoted largely to the raising of grain. This may be seen from the contrasting number of square miles per schoolhouse in each of the following counties:

Meagher	118	Wibaux	22
Lincoln	107	Fallon	25
Glacier	101	Musselshell	25
Mineral	94	Dawson	25
Flathead	92	Richland	25
Lewis and Clark	91	Sheridan	26

The great distances county superintendents or their deputies have to travel to visit schools represent one of the chief difficulties in securing adequate supervision for rural schools of the state. The number of square miles per schoolhouse is an indication of the range of such distances. Schoolhouses are, on the average, approximately 10 miles apart in counties with one schoolhouse to every 100 square miles, but only 5 miles apart in counties with one schoolhouse to every 25 square miles. The cost of supervision and the number of yearly visits easily possible to schools vary with the supervisory areas, the number of miles of travel required to reach all the schools and whether this travel is by railroad or automobile.

A state law now requires the appointment of a deputy for every 75 teachers in third class districts. If a deputy or helping teacher could be provided for every 25 teachers in a county, supervision might be made a truly constructive force in the improvement of rural schools. There are a few second class districts in the state where superintendents have been visiting their rural schools once each month, and sometimes even more frequently. This supervision has greatly improved the rural schools. The extent of supervision in city schools has gone even farther than this, and it is largely on account of continuous helpful supervision that city schools are superior to rural schools. The tragedy of the situation lies in the fact that the most meagerly prepared and least experienced teachers receive the least help thru supervision.

Deputy county superintendents were provided in 14 counties during the past two years, but there were 10 other eligible counties that failed to provide them. As long as rural schools can be reached for supervision for a few hours only once or even twice a year, visits can result in little more than general inspection.

During the school year of 1919-20 the 52 county superintendents made 4,108 visits and 15 deputies made 1,584 visits to schools. The number of visits made per teacher in counties with deputies was approximately twice as large as the number made in counties without deputies, the ratio being 2.1 to 1.2. The following may be given in illustration of the number of visits made in counties with deputies:

In Cascade,	433 visits,	or 2.9 per teacher
In Sheridan,	399 visits,	or 3.8 per teacher
In Fergus,	393 visits,	or 1.9 per teacher
In Carbon,	251 visits,	or 2.3 per teacher
In Hill,	225 visits,	or 2.3 per teacher
In Flathead,	219 visits,	or 2.6 per teacher

Sixty-two per cent of the superintendents spent an average of two to three hours at each visit, altho as large an average as eight hours and as small an average as three-fourths of an hour per school represent the extremes in the average amount of time any superintendent spent in visiting each school.

Forty-seven county superintendents and 15 deputies spent an average of 67.3 days visiting schools. The number of days in any one county devoted to supervision of schools varied with the number of teachers, the distances between

schools and the means available for travel. In Sanders county, for example, with 32 rural teachers last year, it was possible to visit the teachers in less than one-half the time required in McCone with 64 teachers. In the one county, which is long and narrow, many rural schools are near a railroad, which makes them easily accessible. In the other county, there is no railroad to facilitate travel. The automobile makes visiting more expensive, and with the same amount of money fewer visiting days are possible. One group of children, however, may claim as good a right to careful supervision of instruction as another, and means should be provided to make supervision more equally helpful to children in every school of the state.

In every county superintendent's office there are administrative duties which require a good share of her time. Most of these duties are usually performed at a time when visiting schools becomes difficult or impossible. On days when schools are not in session or when roads are almost impassable the office work is largely done. The great need and importance of supervision of rural schools require the larger proportion of the county superintendent's time or that of her deputy to be given to helping teachers in their work in teaching rather than to mere administrative work in the office.

In addition to visiting schools and office work, most of the county superintendents have been active in holding meetings of various kinds. The superintendents and deputies have held or directed 1,253 meetings the past year. Of these 442 were teachers' meetings, 527 were trustees' meetings, and 284 were community meetings. In addition 430 community meetings were attended by superintendents. There is every degree of variation in the importance and value of such meetings.

The most valuable meetings have doubtless been those conducted on a county-wide scale for trustees. Within the biennium 22 counties held trustees' meetings which were addressed by Dr. Winship of Boston. In Silver Bow, Deer Lodge and Broadwater counties, county trustees' associations have been organized, resulting in cooperative efforts in bringing about better school conditions.

In a number of counties teachers are called together once a year for the discussion of common problems. Group teachers' meetings held several times a year in convenient centers are of doubtless greater profit to teachers in their regular school work than are county teachers' meetings. Helpful supervision can be given to many teachers thru these meetings, supplementing in a profitable way the few visits superintendents have been able to make to individual schools. Compulsory attendance for teachers at such meetings with allowance of day's salary equal to that of a school day would go far toward making these meetings result in better teaching.

Another method county superintendents have used to improve their schools is the circular letter. With few exceptions every superintendent's office is supplied with a mimeograph which makes it possible with a few hours of work to send a circular letter to every teacher in the county. During the year 1919-20, 39 county superintendents wrote 918 circular letters to teachers and 603 circular letters to trustees. Some superintendents have been very much more active in this than others, sending teachers definite directions and constructive helps for all phases of their work. Deputy county superintendents in a few counties have given invaluable assistance thru this type of letter. In the larger counties where administrative duties engage much of the time and attention of county superintendents, the deputy has a large measure of responsibility in helping teachers thru circular and personal letters in addition to visiting schools.

Forty-nine county superintendents report their expenses for the year 1919-20. It is impracticable to give either averages or totals because of the varying conditions under which these expenses were incurred. The railroads in a long narrow county like Sanders or Mineral make travel for visiting schools possible at a small cost. Travel by automobile is more expensive than by rail, and yet the automobile is the only adequate means of travel in most parts of Montana. Some counties are so much larger than others that it necessarily requires more money to defray office expenses. Again, in a county with few teachers in third class districts, such as in Deer Lodge or Silver Bow, it is possible to visit all

teachers several times at no greater expense than it requires to visit all teachers once in other counties. Counties which have many rural teachers require deputies to make supervision effective and this necessarily increases the cost. So wide are the differences that several county superintendents are able to keep their traveling expenses around $100, while others require over $1,000 to met their obligations equally well. The same differences are necessarily found in office and other expenses, exclusive of salaries.

It is only fair to the rural school children of Montana that they should all be given the share of supervision due them regardless of the cost necessary to equalize the amount and kind of help given their teachers. For this purpose it may be found necessary in time to support "helping" teachers or deputy superintendents thru state aid, as is done in New Jersey. Such aid is particularly needed in counties that can least afford to provide deputies at their own expense.

Aside from the fact that only 15 county superintendents had deputies in 1919-20, 13 superintendents did not even have clerks. One-half (26) had clerks for part time only. Ten clerks received more than $100 a month, eight received $100 a month, and eight others received less than $100 a month. There is much office work that may well be done by a clerk, leaving the superintendent free for many administrative and supervisory functions that require time and attention for efficient service to the schools.

County superintendents' and deputies' salaries have been entirely inadequate. In one county the superintendent has been receiving $25 less per month than her clerk. Two deputy county superintendents resigned to become ward principals at a salary of $1,896 each. One county superintendent with nearly 200 teachers scattered over an area of over 4,000 square miles received $1,500 for 12 months of work. In the same county a city superintendent received $3,000 for supervising seven teachers all in one building. In a second class district an inexperienced superintendent received $250 a month to supervise 27 rural teachers, while in the same county the experienced and efficient county superintendent received $100 a month to supervise 56 rural teachers. The law taking effect January 1, 1921, increases the salary of the

superintendent in this county to $125 a month, or to as much as a stenographer in her office or a rural teacher she supervises can easily command.

The County Superintendent

For many years leading citizens thruout the nation have advocated the removal of the county superintendent's office from political influence. This has been done in 10 of the 39 states that have county superintendents. In 8 of the 10 states county superintendents are now appointed by a county board of education or its equivalent. In Delaware the governor, and in New Jersey the State Commissioner of Education appoints the county superintendent.

Montana has been particularly fortunate in the qualifications of its county superintendents, in spite of the unattractive salaries that have been provided and the fact that any voter is eligible to the county superintendent's office. With no further qualifications than this it has happened, and it will continue to happen occasionally, that those who are elected to supervise and administer schools for the children have never taught school, do not at the time of election hold a certificate to teach, or have not taught for many years. Yet in our neighboring states of Washington, Oregon, South Dakota, Idaho and Utah several years of experience as well as a high grade of certificate are required of the candidate for the office. There is perhaps no more vital point for improvement in our school system than in the expert supervision and efficient administration of our schools.

If efficient county superintendents are to be secured and kept in office there must be a change in the method of their selection, a requirement of educational qualifications and provision of such a salary as will attract the strongest teachers available for the work. It will require a constitutional amendment to bring about such changes.

School Fairs and Interscholastic Tournaments

For the past several years an increasing amount of interest has been shown in county and district school fairs and educational contests.

Since 1918 there has been held annually at Kalispell a County School Fair for boys and girls. Premiums have been awarded by the county commissioners for successful contest-

ants. Exhibits have consisted of cattle, hogs, sheep, poultry, rabbits, potatoes, corn, vegetables, canning, bread-baking and garments, besides grains, grasses, horticulture and regular school work. Boys' races and girls' races open for children from rural schools, city elementary schools and high schools have been held in connection with the fair. Pony races and patriotic pageants have been other features of interest contributing to the success of the fair.

This new type of county fair has been most successful in encouraging boys and girls in their work in connection with the schools. There have also been county fairs in approximately 15 counties in the state where school exhibits have been shown. Local contests with several schools uniting have been held in several counties, at which school exhibits and exhibits by Boys' and Girls' Clubs have been featured. At the State Fair school exhibits are annually received from several counties. A large exhibit from one-half of the counties in the state was recently shown at the meeting of the State Teachers' Association at Billings. Every agency by which the schools of Montana may be given an opportunity to show the best regular school work and the best home work of children is worthy of encouragement.

In a number of counties there are also held in April or May various interscholastic events. These events have usually included contests in spelling, declamatory contests, and athletic contests. Such an event has been held at Terry since 1918. Within the short period of three years the Prairie county interscholastic roundup has been extended to include almost all of the rural and town schools of the county. The successful contestants have received gold, silver and bronze medals, valuable gifts, and a large number of ribbons. These educational roundups and school events have been a large source of profit and pleasure for parents, as well as their children, and have been instrumental in interesting boys and girls from rural schools to continue their education in high school.

Pupils' Savings and Thrift Education

The survey of 1920 included questions regarding the amount of money children in the public schools have saved in the form of thrift stamps, liberty bonds, and bank accounts. The amount of savings reported up to June, 1920,

New Culbertson High School Building, Typical of the Progress in Many Third Class Districts in Montana

was $230,444. Of this $124,325 was in thrift stamps and $106,119 in bank accounts. The savings reported were almost all (95%) made by pupils in elementary schools. The reports on the amounts saved were, however, very incomplete. Montana children have saved very much more than the present inadequate reports show. In a rural school in Powder River county, for example, several hundred dollars not reported are known to have been saved by the seven children enrolled. In several of the larger high schools of the state as much has probably been saved by students enrolled as was reported for the entire state for high schools. Montana has, in fact, taken a leading part among the states in teaching and encouraging thrift education thru the saving habit. Lessons in thrift have been given to many children and its practice has become a habit on the part of a large number of pupils. Teachers are coming to realize that lessons in patriotism, wise self-denial, courtesy, economy, thotfulness, industry, public spirit and an understanding of business principles should be a vital part of their regular school work.

City School Systems

Statistics show that in a large population of children there are normally as many boys as girls. In this report it has been shown that there are even more boys than girls enrolled in the public schools of Montana. (Age-Grade Table, p. 8). It was also made evident that boys drop out of school

faster by grades and at an earlier age than girls. Tables 4 and 5, pp. 15 and 18, present problems for each county in regard to enrollment.

Table 25 shows the problem of high school enrollment in relation to total enrollment and in regard to the percentage of boys and of girls in school. It contains three columns. In the first column is given the percentage of high school students enrolled that are boys. The percentage of high school students that are girls is found by subtracting per cents in this column from 100%. It will be noted that in every county there are fewer boys than girls in high school, except in Jefferson, Meagher and Wibaux. In at least 10 counties fewer than two students out of five are boys, and in Broadwater the ratio between high school boys and girls is almost 1 to 4. For the state 42% of the students in high school are boys and 58% are girls. One problem presented is to increase the attendance of high school boys until it equals that of girls. In 27 counties this means an increase of 8% or more. Another problem is to increase the power of holding both boys and girls thruout the schools.

In the second column of the table is given the per cent that boys are of girls in high school. Under standard conditions 100% would be expected. For the state the percentage is 72. Because of this low percentage Montana ranked 40th among the states on this component. (See p. 6). The problem is to raise the standard for the state from 72% to 100%. To solve this problem it is necessary to keep boys in school. It is a problem for solution in every county but three, but the problem is greatest in the 12 counties in which the per cent of high school boys to girls is less than 60, or in the 22 counties where the per cent is less than that of the state as a whole.

In the third column of Table 25 is given the percentage of pupils enrolled in all public schools that are in high school. Under ideal conditions almost one-third of the pupils enrolled in public elementary and high schools should be enrolled in high school, since the high school period is half as long as that of the elementary school. Thus, 33⅓% represents an ideal standard for high school enrollment. For Montana the percentage of high school enrollment to total school enrollment is 12, or slightly more than one-third of what it would be under ideal conditions. In Flathead county this percentage is as high as 19, but in Carter it is as low as 2. When it is remembered that Montana's rank among the states on this component was 23rd, (See p. 6), the importance and largeness of the problem become at once evident. There are many counties in which relatively few children are given

a high school education, and yet it is quite generally conceded that democracy owes to all its children such an education. Many communities, rural as well as city, are making every effort to enroll in high school all pupils completing the elementary school work, and it is only a question whether Montana communities shall lead or follow in such efforts.

TABLE 25—PERCENTAGE STATISTICS OF HIGH SCHOOL ENROLLMENT (1919-20)

County	Per Cent of H. S. Students Who Are Boys	Per Cent That H. S Boys Are of H. S. Girls	Per Cent of Total Enrollment in High School
Beaverhead	46%	85%	11%
Big Horn	46	86	6
Blaine	41	75	8
Broadwater	27	36	10
Carbon	37	58	9
Carter	42	72	2
Cascade	41	70	12
Chouteau	32	46	6
Custer	42	72	12
Dawson	31	44	8
Deer Lodge	49	95	18
Fallon	49	97	6
Fergus	49	96	14
Flathead	40	68	19
Gallatin	42	71	16
Garfield	43	76	3
Glacier	40	68	5
Granite	45	83	13
Hill	33	49	9
Jefferson	51	104	15
Lewis and Clark	42	72	14
Liberty	40	64	5
Lincoln	44	78	12
McCone	35	54	4
Madison	42	73	11
Meagher	56	129	8
Mineral	46	84	15
Missoula	45	81	17
Musselshell	35	53	7
Park	40	67	14
Phillips	32	48	7
Pondera	33	50	11
*Powder River	.....	.....	.....
Powell	43	75	11
Prairie	42	74	7
Ravalli	44	78	15
Richland	45	81	9
Roosevelt	47	90	11
Rosebud	43	74	10
Sanders	48	92	10
Sheridan	43	75	5
Silver Bow	44	79	13
Stillwater	34	51	8
Sweet Grass	44	80	9
Teton	40	67	10
Toole	46	84	3
Treasure	32	47	10
Valley	37	58	6
Wheatland	38	62	11
Wibaux	52	107	8
Yellowstone	41	68	11
Montana	42%	72%	12%

*No high schools provided in 1919-20.

The number of public high schools in the state doing accredited work is steadily increasing, as is indicated by the following figures:

Accredited High Schools

	1918	1920
Accredited for 1 year of work	17	38
Accredited for 2 years of work	33	41
Accredited for 3 years of work	22	19
Accredited for 4 years of work	84	103
Total	156	201

The greatest stimulus to offering high school work has been brot about thru the county tax for high school purposes. The method of distributing this fund in counties without county high schools, on the teacher and attendance basis, as provided at the last session of the legislature, is operating very successfully at the present time. The strongest feature of this law lies in its flexibility, as it may be adjusted to meet changing conditions thru the action of the State Board of Education without the necessity of legislative action.

The long distance of many of the small high schools from a larger school makes it highly advisable that the offering of such work in smaller schools should be encouraged and strengthened in every legitimate way, as only by such means will large numbers of Montana boys and girls ever receive even a part of a high school education.

The junior high school movement appears to be making some progress, but very slowly, due largely to the administrative difficulties of adjusting the plan in cities where county high schools are located. It is hoped that a plan can be worked out whereby the two boards of trustees may cooperate in offering junior high school work, or it may be made possible for one board or the other to assume the responsibility. Montana will doubtless continue to lose large numbers of students in upper grades unless more attention is given to differentiation of courses offered there and in early high school. The success of the junior high school in this particular has been demonstrated in many states. Montana should not hesitate longer to take hold of it seriously.

High School Normal Training Departments

Within the past three years 20 high schools have taken advantage of the law providing for normal training departments. Seven of these have been established three years;

five, two years; and eight, one year. During the current year five additional schools are organizing departments. The wisdom of this temporary expedient may be seen in the number of students in training and the number of graduates teaching in rural schools. It is to be hoped that it will be only a few years before it will be possible to require courses beyond high school graduation for teachers of rural schools as well as of city schools.

It will be necessary for Montana to equip herself with several state normal schools before she is ready even to contemplate abandoning the training of rural teachers in high schools. Minnesota, tho increasing the number of her state normal schools from 5 to 6 in 1915, still continues her high school training courses. Wisconsin has ten normal schools, thirty county training schools in addition to her high school and normal training courses. Nebraska and other states pursue the same policy.

The 20 departments in Montana in 1919-20 were training or had previously trained a total of 627 students for the teaching profession. Of these 298 were in the first and second year of high school, 135 were in the third year and 87 in the fourth. Four were graduate students. Eighty-six had been granted normal training second grade certificates upon graduation and were teaching. Eighty-seven per cent of these graduates came from departments established three years ago. Seventeen high school graduates received only one year of normal training, the departments having been established at the time they were in the fourth year. The graduating class of 1920 was large enough to supply all the rural schools in any one of 41 counties. At the present rate of progress there should soon be several hundred graduates a year, making a substantial increase in the number of rural teachers with some special preparation for their work.

Students enrolled in normal training departments are seventeen years of age, on the average, during the third year of high school and eighteen years of age during the fourth year. A majority of the students graduate at eighteen.

Nearly three-fourths (72%) of the students in normal training departments are from rural communities. Such students who are preparing to teach in rural schools have some advantages over city bred students. Those who have

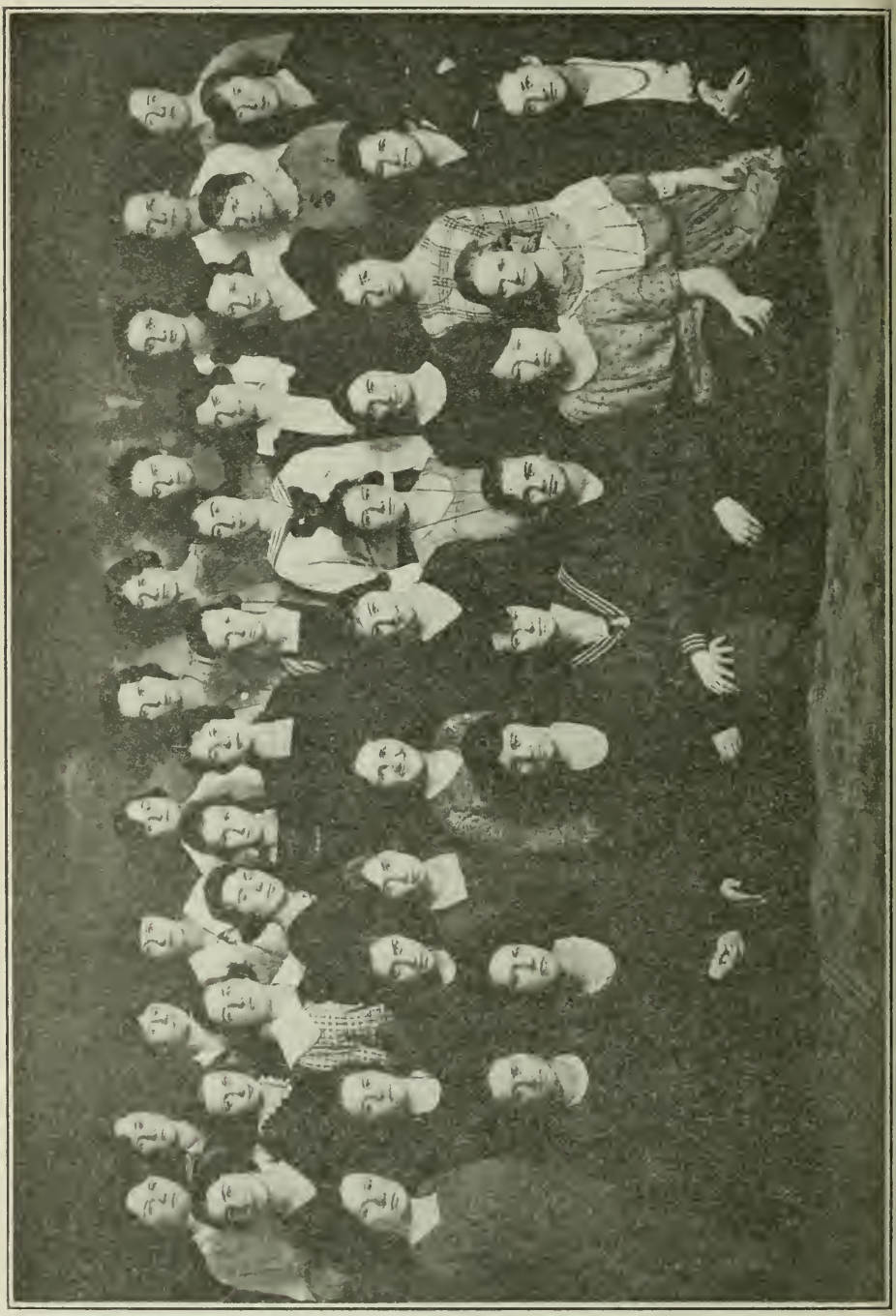
attended rural schools have an intimate acquaintance with rural conditions before preparation for teaching begins. They are likely to be better satisfied and enjoy rural life more than students who have always lived in cities. This large number of students from the country indicates that students from rural schools have been first to sense the opportunities open to them as teachers of these schools. With the increasing demand for trained teachers for rural children and with larger salaries offered for such teachers, there should soon be a very much larger number of both city and rural students receiving their preparation in high school training departments.

The training departments are strictly vocational in character. Most subjects in the junior and senior years are of a professional nature, the review of the common branches being but a small part of the course. All work from junior English to the nine weeks of rural practice teaching in the senior year have a direct bearing on teaching in rural schools.

All training teachers were graduates of higher educational institutions and women of exceptional ability. Last year 14 were normal school graduates, 10 were college graduates, and 9 were both normal and college graduates. All but four of the 21 training teachers had previous experience in the training of teachers, a majority having taught from one to five years in training departments. Their average number of years of experience as teachers was 12.3 years. Four of the 7 training departments first organized three years ago have retained their teachers to date.

Twelve of the 21 teachers gave full time to training work, six gave three-fourths time, and three gave 60% of their time to this work. All normal training instructors visited the schools of former graduates of their departments who were teaching. This follow-up work has been exceedingly valuable to the young teacher as well as to the instructor in charge of the department.

The salaries of training teachers ranged from $1,400 to $1,800. In 1919-20 the average salary of these teachers was $1,543.35, which is more than one hundred dollars less than the median salary paid to women elementary school teachers in Helena, and in many cases less than the salary received by teachers in other departments of the same high school.



Fifteen practice schools were provided in connection with 10 training departments. Arrangements are made for practice teaching during the latter part of the senior year. Flathead county high school provided four practice schools; Fergus county high school provided three.

It is unfortunate that all practice teachers had not had the training needed for expert instruction. Seven of the 15 teachers had no special preparation for this important work. Five were normal school or college graduates; three were graduates of normal training departments. Such teachers too often remain only one year in their positions. Only three had been in the same position two years. Most of these teachers had had some experience, altho four were teaching their first year in these practice schools. Here the student teacher comes in contact with real problems and it is of the greatest importance that this early experience be along right lines in teaching methods and in school management. An experienced, professionally trained practice teacher should be in charge. The selection of such teachers should be made with the utmost care. Perhaps the weakest point in the normal training law is the lack of authority on the part of the high school in the selection of teachers for the practice schools.

High school boards paid the practice teachers their entire salary in 4 schools and part of their salary in 2 schools. In 4 schools the district in which the schools were located paid the teacher.

Annual conferences with the state department held in August for training teachers have been continued during the biennium. These have resulted in a mutual understanding as to the aims and requirements of the courses offered.

In a few counties two or more four-year high schools enroll a sufficient number of students to warrant the organization of normal training departments. The present law allows reimbursement for normal training work to only one high school in a county. For this reason some high schools, where this work could be well done, have had their applications refused. A change in the law to permit two high schools in a county to take advantage of reimbursement for training work would open the way to preparation of an increasingly larger number of high school graduates as teachers for rural schools.

High School Normal Training Teachers in Annual Conference (August, 1920). There are now 24 Normal Training Departments, in 20 of which 627 students have made preparation to teach.

Twelve thousand dollars was available last year for reimbursement of half the salaries of teachers doing training work. Reimbursements based upon the number of teachers, salary and proportion of time devoted to teacher training, were made as follows:

Belt High School	$ 762.50
Carbon County High School	291.67
Chinook High School	437.50
Columbus High School	554.06
Conrad High School	450.00
Custer County High School	750.00
Dawson County High School	562.50
Fergus County High School	850.00
Flathead County High School	1,108.00
Gallatin County High School	900.00
Glasgow High School	750.00
Granite County High School	450.00
Hamilton High School	700.00
Havre High School	585.00
Lincoln County High School	750.00
Park County High School	900.00
Roundup High School	583.12
Sidney High School	742.50
Teton County High School	800.00
Wibaux County High School	630.00
Total	$13,556.85

It is apparent that additional appropriations will be necessary to continue this work thru even the present year.

Vocational Education

The work in vocational education in Montana has made steady progress during the past year, tho more gradual than would have been the case if schools could have been reim-

bursed more generously. Nevertheless, agricultural education, home economics and trade and industrial work have been carried into new fields with much success.

Agriculture

The vocational work in agriculture in the high schools thruout the state, under the Smith-Hughes Act, has grown from a mere handful of schools to as high as thirty-four schools which have been recognized as eligible for reimbursement.

Altho these schools are carrying on work under the standards set up by the Federal Board for Vocational Education and the State Board of Education, only nine of them received any reimbursement, due to the fact that only a limited amount of funds could be spent for this work.

It is hoped, in the coming year, that with an increase in federal allotment, which will be met by state appropriations, more aid can be given to schools which are carrying on one of the most excellent pieces of agricultural education in the country.

Vocational Home Economics

Requests for visits from thirty-five schools in the state giving home economics instruction demonstrates the fact that interest in this type of work is steadily increasing.

Out of thirty-five schools making requests for visits from the supervisor of home economics, more than thirty were called on and help given in improving courses of study and methods used in these various schools.

A number of these schools were assisted in qualifying for recognition under the Smith-Hughes Act.

Four schools were recognized and given reimbursement for the fiscal year ending June 30, 1920, which, altho a small number, demonstrates that even with a limited amount of funds it has been found that these schools have been willing to put up a course of study in compliance with the needs of a practical vocational course.

The results thruout the state accomplished by classes in vocational home economics were gratifying and the interest in home making for girls is on the increase. This is especially true in rural communities.

It is expected that the Fess bill will pass at the next session of Congress and consequently will provide more federal money for the promotion and establishment of more schools and classes in vocational home economics.

The content of this bill recognizes the importance of home economics education and places it on the same financial basis as agriculture and trades and industries under the Smith-Hughes Act.

Trade and Industrial Education

The work in trade and industrial education thruout Montana has been gaining headway during the past year and the following types of schools and courses have been established:

2 all day unit trade schools
3 compulsory part-time schools
13 evening trade extension classes

Both of the day unit trade schools gave instruction in automobile and gas engine repairs, while the compulsory part-time schools, for the most part, took up general continuation work for those boys and girls between the ages of fourteen and eighteen who were compelled to leave school and go to work.

In one of the part-time schools one class was operated in trade extension work in the printing industry.

The evening classes, for the most part, thruout the state were confined to trade extension and the subjects taken up were as follows:

Blueprint reading, sketching, shop mathematics and electricity for miners.

The following tables will show the way and manner in which the state and federal funds were used to reimburse schools meeting the standards of instruction under the Smith-Hughes Act.

Reimbursements for Agriculture

Name of School	Location	State	Federal	Total
Belt Valley H. S.	Belt	$ 444.44	$ 555.56	$1,000.00
Dawson Co. H. S.	Glendive	444.44	555.56	1,000.00
Fergus Co. H. S.	Lewistown	444.45	555.55	1,000.00
Flathead Co. H. S.	Kalispell	444.44	555.56	1,000.00
Gallatin Co. H. S.	Bozeman	444.45	555.55	1,000.00
Harlowton High School	Harlowton	444.44	555.56	1,000.00
Jefferson Co. H. S.	Boulder	444.45	555.55	1,000.00
Powell Co. H. S.	Deer Lodge	444.45	555.55	1,000.00
Wibaux Co. H. S.	Wibaux	444.44	555.56	1,000.00
Total		$4,000.00	$5,000.00	$9,000.00

Reimbursements for Home Economics

Dawson Co. H. S.	Glendive	$ 260.86	$ 260.87	$ 521.73
Fergus Co. H. S.	Lewistown	478.25	478.24	956.49
Gallatin Co. H. S.	Bozeman	86.97	86.97	173.94
Wibaux Co. H. S.	Wibaux	173.92	173.92	347.84
Total		$1,000.00	$1,000.00	$2,000.00

Reimbursements for Trade and Industry

Butte H. S.*	Butte	$ 36.25	$ 395.75	$ 432.00
Custer Co. H. S.*	Miles City	120.00		120.00
Great Falls H. S.*	Great Falls	72.00		72.00
Park Co. H. S.*	Livingston	108.00		108.00
Klein H. S.*	Klein	31.50		31.50
Anaconda H. S.*	Anaconda		216.00	216.00
Flathead Co. H. S.	Kalispell	923.35	923.35	1,846.70
Fergus Co. H. S.	Lewistown	744.24	744.24	1,488.48
Total		$2,035.34	$2,279.34	$4,314.68

*Evening school.

Reimbursements for Compulsory Part-Time Classes

Butte H. S.*	Butte	$189.75	$ 189.75	$ 379.50
Butte H. S.	Butte		716.50	716.50
Billings H. S.	Billings	77.64	255.66	333.30
Fergus Co. H. S.	Lewistown	340.00	115.00	455.00
Total		$607.39	$1,276.91	$1,884.30

*Trade extension.

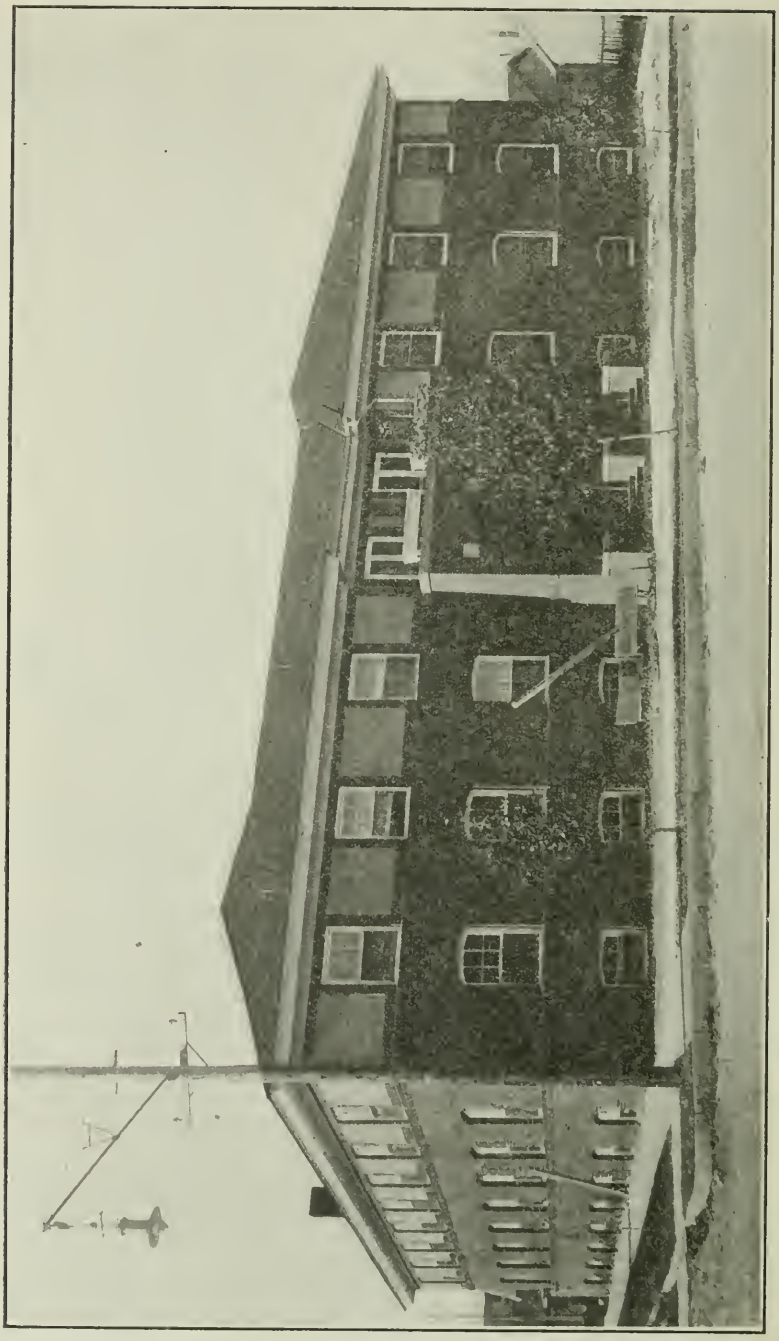
Reimbursements for Teacher Training

Name of Institution	Kind of Teachers Trained	State Funds	Federal Funds	Total
State College of Agriculture	Agriculture	$3,006.58	$3,006.58	$6,013.16
	Trade & Industry	2,512.39	2,512.39	5,024.78
	Home Economics	2,471.09	2,471.08	4,942.17
State University	Home Economics	1,000.00	1,000.00	2,000.00
Total		$8,990.06	$8,990.05	$17,980.11

School Dormitories

The practicability of dormitories for housing public school children who live far from school was first demonstrated in 1914-15 at the Flathead county high school in Kalispell. The first dormitory was for girls. It was maintained in a commodious residence leased by the county high school board and proved so satisfactory that in 1915-16, a building which had formerly been used for business college purposes was remodeled for a boys' dormitory. Since that time the growth of dormitories has been rapid, until by the close of the year 1919-20, twenty-two of them were in operation in various parts of the state.

There are twenty-four dormitories now in use. Five of them are for girls only and accommodate 171 girls. Four are for boys with 68 boys housed. Six are for both boys and girls and accommodate 57 girls and 60 boys. In fifteen dormitories, which are all that have reported this year, there are housed 356 boys and girls, most of whom would not be



Fergus County High School Dormitory, Lewistown, especially designed and built for the purpose by private enterprise and leased by the county high school board. It houses 104 girls.

in school today were it not for dormitory privileges. In eight of these dormitories the average distance from which the pupils come is 22½ miles. Distances range from 3 miles for one pupil at Browning to 95 for one in the Fergus county high school. In the latter dormitory several pupils come from outside of the county, one from a distance of 300 miles.

The majority of these dormitories are for high school students only. A few grade pupils are accommodated at Whitehall, Jordan, Roy, and Dawson county high school at Glendive. The youngest child housed in the dormitories reporting is eight years old and attends school in Glendive.

Of the fifteen dormitories reporting on this point, nine are maintained in leased buildings, and five are owned by the schools. Rent varies, depending upon the size and nature of the building. The Powell county high school board was fortunate in being able to purchase an ideal old residence for the girls. Teton county high school has remodeled the old school building. The dormitory at Columbus is maintained in a school annex built to house special departments.

Special matrons are employed in ten dormitories at salaries varying from $750 to $1,410 and living, in all cases being reasonably proportionate to the number of students cared for. In small dormitories the matron performs the duties of supervision as well as manager of kitchen and dining room. In larger institutions, more help is required. The largest plant in the state is at the Fergus county high school dormitory at Lewistown, which houses 104 girls and where 30 boys are boarded. An assistant matron and two cooks are employed.

In nearly all cases matrons are employed for nine or ten months, and in the majority of cases their salaries are paid by the pupils housed. The management on the whole is efficient and practical economy is the policy. Sufficient and wholesome food is furnished at low cost to pupils whose entire expenses vary from $0.50 a day at Geraldine where rent and matron's salary are paid by the school to $26 a month at the Dawson county high school where pupils bear all the expenses.

There are several small dormitories for younger children in strictly rural communities. The one at Ivanell was the first of this kind to be established. (For description see p. 10).

District Administration

School Property

Rural School Sites Owned by Districts

7 are owned .....

1 is not owned.....

There are 3,166 one- and two-teacher schools in the state, as reported in the survey of 1920. The school sites of seven out of every eight of these schools are owned by the districts. There are, however, no less than 377 school sites in the state not district owned. Almost every county has at least a few of such school sites, but all but 74 are found in thirteen counties, and approximately one-half of the sites not owned by districts are located in the counties of Fergus, Carter, Madison, Cascade and Blaine. Where school sites have not been deeded to the districts, legal complications have usually followed, causing the payment of an excessive sum for the site or removal of the school building from the owner's property. This lack of business methods on the part of rural trustees in neglecting to get deeded property for their schools is no longer common, but attention should be given to it in the small number of districts which do not own school sites.

Rural School Buildings Insured

5 are insured.....

1 is not insured.....

Another matter quite as important is fire insurance for school property. All school buildings in first and second class districts are insured against loss by fire, but there are 566 school buildings in third class districts in the state which are not so insured. The lack of facilities in rural communities to extinguish fire and the cost of rebuilding, which is much higher than several years ago and which requires the investment of additional funds sometimes difficult to secure, make fire insurance a necessary protection. While some rural school buildings are known to be makeshifts, the matter of fire insurance for all buildings worthy of preservation should not be neglected.

Wells for Rural Schools

3 have wells or springs ■■■

2 have no wells or springs ■■

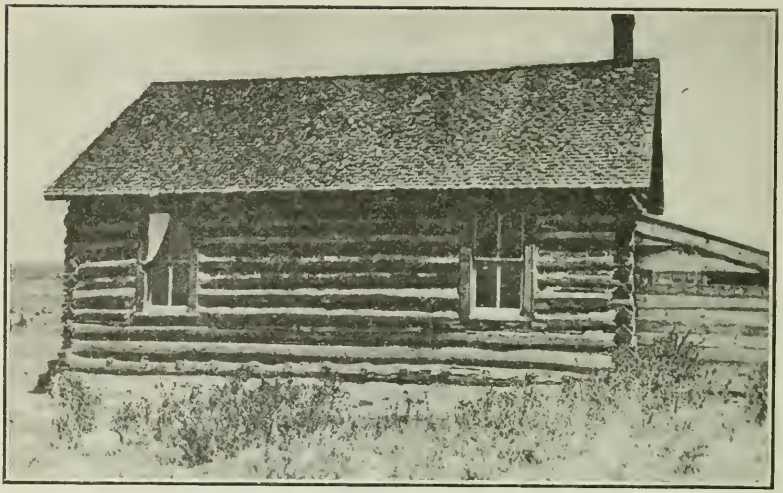
Sanitation and health conditions about the school premises do not meet standard or legal requirements in many schools located particularly in rural and village communities. There are 1,272 one- and two-teacher schools and 29 village schools not provided with good wells or springs, in spite of the necessity of plenty of pure water for the health, comfort and cleanliness of school children and for the quality of work they should do. It has been found almost impossible in some sections to secure good wells on school grounds without a greater outlay of money than districts can afford. However, when 62% of the schools in one county were found without wells (See Health of Children, p. ....), and when there are two schools out of every five in the state without wells, it is evident that some districts have been negligent in providing water for the school where this is easily possible.

Windows in Rural School Classrooms

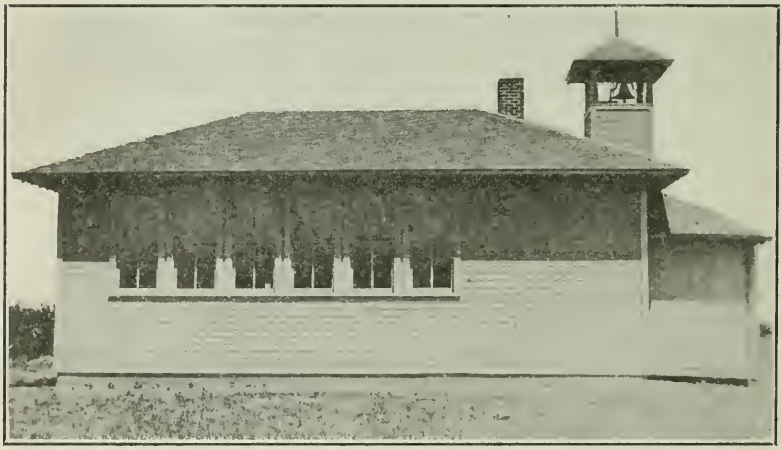
3 have windows on left and back ■■■

1 has windows on opposite sides ■

Eight years ago the State Legislature passed the law requiring proper lighting in all new school buildings. This wise provision has resulted in a modern lighting system in approximately three-fourths of the school buildings in the state. There are, however, 803 schoolhouses that still have window lights on opposite sides of the classroom, an idea borrowed from the church hundreds of years ago. Cross lighting appears to be most common in the older settled sections of the state because the majority of their buildings were erected before lighting requirements were made. For example, 75% of the schools in Sanders county, 71% in Silver Bow, 70% in Missoula, 54% in Deer Lodge, 53% in Madison, 51% in Gallatin and 50% in Broadwater have cross lighting. In nearly all counties, however, a gradual reduction in the number of schoolhouses with cross lighting has been brot about by the remodeling of buildings. In Fallon county there is but one and in each of Treasure, Sheridan and Min-



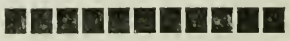
Old Rosedale School Building, Park County



New Rosedale (Standard) School

eral counties there are only three buildings with cross lighting. The old type of school building has been remodeled in a number of counties to meet the new requirements at a cost of about $10 a window. Such a trifling cost should never prevent trustees from furnishing this protection to the sight of children.

Buildings for Rural Schools

11 are school buildings... ..... 

1 is a shack or ranch house

As the state is becoming more densely populated and homesteaders are proving up on their property there appears to be greater necessity for providing permanent buildings for school use. Some children are known to have been housed in shacks for several years, when such buildings should have been used only as a temporary expedient. In Powder River county nine children were found going to school in a barn and no toilets had been provided during the three years the school was established. It seems inexcusable that 224 shacks and 54 ranch houses unsuitable for school use should have been in use in 1919-20. A few are found in almost every county. More are located in Carter, Blaine, Garfield, Fergus, Meagher, Phillips and Valley counties than in others. Portable schoolhouses or small comfortable buildings may be provided at small expense.

There has been difficulty in locating schoolhouse sites while the permanent location of homes was uncertain. In some sections where crops have been short during the last few years people have moved to towns and other places for work during the winter season. Some good buildings have in consequence been temporarily abandoned. It has seemed desirable to a few districts, therefore, to build portable schoolhouses to meet the emergency conditions of a shifting or unsettled population. Such schoolhouses have been successfully used in several lumber camps in western Montana and in the eastern part of Fergus county.

School Libraries

In Every 14 Rural School Libraries

District school boards have been encouraged to expend their limited library funds for the best books available for children. Some or all of the books contained in a minimal reference list based on the state course of study have been secured by a large number of schools in all parts of the state. Story books suitable for children in various grades have also been secured. But in many districts the library fund as provided by law has not been adequate to the needs of the schools. This has been particularly true of districts contain-

A practical and useful portable school building erected by the Winnett high school boys at a cost of $39 for materials.

ing a large number of schools. Five per cent of the county school fund, with a $50 maximum, is a small amount to expend for library books in districts with five, ten or fifteen one-teacher schools. As a result children in a number of poor or large districts have been denied their right to an adequate supply of the best children's books to read. There are at least 294 rural schools in the state with fewer than 25 books in their libraries, and of this number 92 have no school library books at all. Thirty-one schools in Valley, 24 in Carter, 22 in Fergus, 20 in Stillwater, 18 in Blaine, 16 in Chouteau, 15 in Phillips, and 12 in Garfield county have fewer than 25 library books or none at all.

This condition is only slightly accounted for by the fact that 114 school districts have not expended their library fund within the last two years, altho the law requires them to do so. One-half of these districts are located in Fergus, Lewis and Clark and Musselshell counties, while relatively fewer are found in Beaverhead, Phillips, Meagher and Pondera.

In all counties except five the library fund is kept separate from other school funds, as the law requires. Where such funds are not kept separate it is not certain that any amount for library books will be expended for the reason that the attention of rural school trustees is not drawn specifically to this fund and the purpose for which it is to be used.

School Elections

Number of Third Class Districts—2,205

100% .....

Number That Held No School Election

In 1920..... 214, 9.3%

For 2 years..... 53, 2.4%

For 3 years..... 25, 1.1%

The number of districts where neither patrons nor trustees show any interest whatever in school elections and general school improvements appears to be increasing. Two years ago 112 districts in 31 counties were reported as not holding school elections. In 1920 there were 214 districts in the whole state without such elections. In 53 of these districts there has been no election for two years and in 25 no election for three years. This lack of interest in school elections is nothing short of appalling, but it is not prevalent in every county. 65% of the third class districts in Meagher county, 44% in Park, 42% in Beaverhead, 40% in Broadwater, 30% in Sweet Grass, 26% in Carbon, 21% in Toole, 14% in Rosebud and 13% in Sheridan had no school election in 1920. In a number of counties county superintendents have been obliged to call meetings in districts which did not hold school elections for the purpose of securing an expression from the people concerning their choice of trustees, so as to be able to appoint the most satisfactory and capable citizen to the board. Thus, district neglect and indifference has, in a large number of cases, entailed unnecessary expense on the county, to say nothing of the neglect the school suffers from such community indifference.

Delay in Making Reports

Neglect in school affairs has also been evidenced in the failure of many school district clerks to make out their annual reports to the county superintendent in complete and accurate form within the time required by law. In almost every county there have been such inaccurate and incomplete reports from some clerks or trustees that county superintendents have experienced the greatest difficulty in securing accurate information. Without such accurate data school

conditions cannot be fully known. Neglect in making reports, or delay in making them out in time for later use, has resulted in incomplete state reports. In this Biennial Report attention is called to data that were not available. It is of the greatest importance that all school reports be submitted accurately and on time. The public has a right to information regarding all school conditions, but these cannot be known unless every one responsible for reports meets such responsibilities fully and promptly.

Rural Schools in City Districts

There are 72 first and second class districts in Montana. There are no rural teachers in 30 of these districts. In the remaining 42 there are 238 rural teachers and in the schools taught by these teachers there are over three thousand pupils.

The amount of attention and school support accorded the children in these rural sections varies greatly. There are second class districts which place rural children on an equality with city children in the educational facilities and opportunities provided. There are other districts that have almost entirely neglected their rural children in the past, granting to them only such limited facilities for an education as the parents of these children by force and persuasion could secure. A study of a few districts has been made to make concrete these contrasting conditions.

A large second class district has 12 rural schools within its boundaries. The 12 rural teachers in these schools last year had less than one year of normal training on the average, and less than 17 months of teaching experience. The average rural teacher taught 10 children 121 days on no higher than a second grade certificate at a salary of $510 a year. The rural children were schooled in ranch houses, log cabins or old-type frame buildings, heated with unjacketed stoves, and inadequately equipped with maps, primary materials, library books, and even textbooks. The rural schools have been made the dumping ground for old desks, old books and other materials no longer useful in the city schools. The superintendent, by direction of the board, has not been granted the opportunity to supervise these schools, altho such supervision is provided for by law.

Nine children were given 45 days of school in this school in a city district in 1919-20. Short terms, poor equipment and slight attention have always been given this school made up mostly of foreign children.

This school, for 12 children, in a city district, is an example of gross neglect. It is held in a ranch house, supplied with worn-out equipment and old texts. No maps, no dictionary, no library, some children on chairs without desks, are characteristic features of this school.

In striking contrast with this general neglect of rural schools there were 9 grade teachers in the city schools of the same district, each with special or state certificates. They were experienced teachers, having taught four times as long, (68.5 months) on the average, as the rural teachers. With one exception the city teachers were all normal graduates and their average salary for the year of 9 months was $936. The city children were adequately provided with everything

that promotes their comfort, happiness and education. Every room had good blackboards on three full sides, adjustable seats and desks, beautiful framed pictures, tinted walls, and an abundance of books and materials conducive to the best school work.

On the side of instruction there were also striking contrasts. First grade children in the city schools read ten books during the year, but the rural children read no more than three in any school, and in most schools only one or even less. Children of the fifth grade in the city schools were observed to find sums in single and double column addition with remarkable rapidity and accuracy, but such thoro training is not accorded the rural children of this second class district. The inferior character of instruction given many rural children causes them to slip behind and drop out as early as the law will allow, but practically all city children pass the eighth grade and go on to high school.

These contrasting conditions are by no means peculiar to this one district. They are known to exist in a number of other districts of first and second classes, altho there is a tendency now to give rural children in such districts better school facilities. This general neglect of rural children has not been limited to the larger districts, for there are rural schools of numerous third class districts where villages have been in complete control. Many parents have had just cause for complaining bitterly of this neglect. Teachers who lack the training and experience of city teachers have been employed for the shorter terms at $10 to $25 less per month. Good library books and reference books have usually not been found in these rural schools. Other teaching equipment, such as primary materials, maps, globe, dictionary and materials for construction work are often lacking. The materials and equipment no longer usable in the city or larger village schools have been sent out to supply the rural schools. Too often such materials are considered good enuf for country children. Frequently the trustees all, or nearly all, live in the city, and the welfare of city schools has been their chief, if not only, concern. Supervision is frequently unknown, as the city superintendent scarcely ever visits the schools.

This school was made possible within one year after a new district had been formed out of this same city district. Twenty children now have a modern building, well equipped, and 170 days of school. Contrast with the schools on foregoing page.

There can be no good reason for this general neglect of rural children. The claim that rural people have not proved up on their lands is no longer tenable. If districts by reason of poverty cannot support good schools for all their children, including those that may be located in remoter sections, then provisions should be made by which aid might be extended to them. The state cannot afford to allow any of its children to be neglected in their educational opportunities. The time has come when every child should be accounted for and when opportunities for a good eighth grade education should be offered to all children everywhere.

Some of the larger districts have achieved this equalization of educational opportunities. Modern school buildings adequately equipped are found thruout the rural sections of the Terry, Hardin, Worden and Ronan districts. Supervision has also been extended to the rural schools of these districts. Poplar, Scobey, Wolf Point, Augusta, Conrad and Opheim districts are known to have arranged this year for supervision of their rural schools by their school superintendents and at Lewistown special teachers also visit rural schools.

Broadview (Standard) school in the Terry district, a second-class district that gives its rural schools a "square deal."

Supervision should be granted in every district with a superintendent for, aside from legal obligations, it is only right that all children under the jurisdiction of a superintendent should be accorded their due share of his time and attention.

School Improvement Thru Standardization

Standardization is one method for improving rural school conditions. It is but a natural result of the spirit of the times, which seeks to apply the principle of science to education. A rating card published by the state department contains minimal requirements necessary to maintain a good school. A school that meets these requirements is approved as a standard school, rewarded by honorable mention and granted a plate for the school building. "Superior School" name plates are granted to schools taught by teachers of superior qualifications and with the highest efficiency, in a house that is as nearly perfect in all the essentials as possible, and that is furnished with everything needed and located in a community that shows the interest the claim of such a school implies.

Montana is one of 27 states that have some plan for standardizing schools. In eight states the authority is statutory. In 18 standardization is promoted as a policy of the State Department of Public Instruction. Six states provide

a money bonus. In this Minnesota leads with 6,571 schools standardized. A school that meets the requirements in Iowa is given $6.00 per capita for each child who has an average attendance of six months for the preceding year. Illinois leads the states promoting the plan as a policy of the State Department of Public Instruction, with 2,965 standard schools. Improvements have been most rapid in states providing aid to schools maintaining the requirements.

Standardization began in Montana six years ago. Within the period 446 schools were standardized. During 1919-20, 349 of these were still standard schools and 23 were rated as superior schools.

TABLE 26—NUMBER OF STANDARD AND SUPERIOR SCHOOLS

County	Standardized 1914-20	1919-1920		County	Standardized 1914-20	1919-1920	
		Standard	Superior			Standard	Superior
Beaverhead	22	16	1	Musselshell	22	15	2
Big Horn	6	4	1	Park	18	16	2
Blaine	15	10	4	Phillips	4	2	2
Broadwater	4	3	....	Pondera	1	....	....
Carbon	11	7	....	Powder River	5	5	....
Carter	2	2	....	Powell	6	6	....
Cascade	12	8	1	Prairie	11	11	....
Chouteau	10	9	....	Ravalli	17	13	....
Custer	7	7	....	Richland	8	8	....
Dawson	....	....	....	Roosevelt	2	2	....
Deer Lodge	4	4	....	Rosebud	7	6	1
Fallon	18	13	1	Sanders	13	13	....
Fergus	27	22	2	Sheridan	5	2	....
Flathead	18	15	1	Silver Bow	3	3	....
Gallatin	2	2	....	Stillwater	10	5	....
Glacier	1	....	....	Sweet Grass	7	*	....
Granite	....	....	....	Teton	5	2	....
Hill	16	10	....	Toole	6	3	....
Jefferson	13	12	1	Treasure	3	3	....
Lewis and Clark	3	2	1	Valley	7	6	....
Liberty	4	2	....	Wheatland	10	8	2
Lincoln	6	5	....	Wibaux	5	5	....
McCone	7	7	....	Yellowstone	29	19	....
Madison	2	....	....				
Meagher	4	3	1				
Mineral	11	11	....				
Missoula	17	14	....	Total	446	349	23

*Data not available.

Fifty-five of the schools standardized have since expanded into accredited high schools. The total number of standardized schools represents but one-seventh of the number of one- and two-teacher schools in the state, which total 3,166. (Survey report, 1919-20). A beginning toward standardization has been made, but it is only a beginning. There are scores of communities that might be induced to work

for standardization if something more than state recognition could be offered. The Minnesota and Iowa plans of money award attest their efficiency by the rapid increase in number of standard schools in those states. Of the 446 Montana schools once standard, 74 failed to meet the requirements in 1919-20. Lack of sufficient incentive and general indifference have been primary causes in their deterioration.

State recognition has, however, induced a large proportion (83%) of the standard schools to continue to meet requirements. Some districts take a great deal of pride in keeping their schools up to a high mark of efficiency. This is shown by numerous letters on standardization received by the department. A teacher receiving a superior plate for her school writes, "I will endeavor in the coming year to keep the number of points intact and to strive to gain more." From the pupils of a school the following was received: "We will work hard to keep our plate and try to get a superior plate soon." A trustee assures us that "things lacking will be looked after," while another, realizing the importance of an efficient teacher in standardization, states that "we shall do all we can to secure a good teacher." These letters are typical of others, indicating a general desire on the part of many schools to continue on the state's list of standard schools. While this is very encouraging, a money reward would induce many more to strive for this recognition as well as cause those which have once met the requirements to continue on the list.

There is a vast difference in the ability of school districts to meet the requirements for standardization. It is comparatively easy for a district with one one-teacher school and $100,000 of assessed valuation to do all that is necessary to provide fully for the educational needs of children for a term of 9 months. But a district of $20,000 of assessed valuation can not even with the highest special levy provide the necessary equipment and supplies, a long term, and a good teacher for the children. There are poor communities all over the state that have struggled heroically to bring up their schools to a high state of efficiency. For this poor communities are to be highly commended, even tho their little wealth prevented them from meeting standardization

Growth of Riverside School, Flathead County

I. First Building, an Old Granary, 1905

II. Interior of First Building, with Its Benches, Box Stove, and Cross Lighting

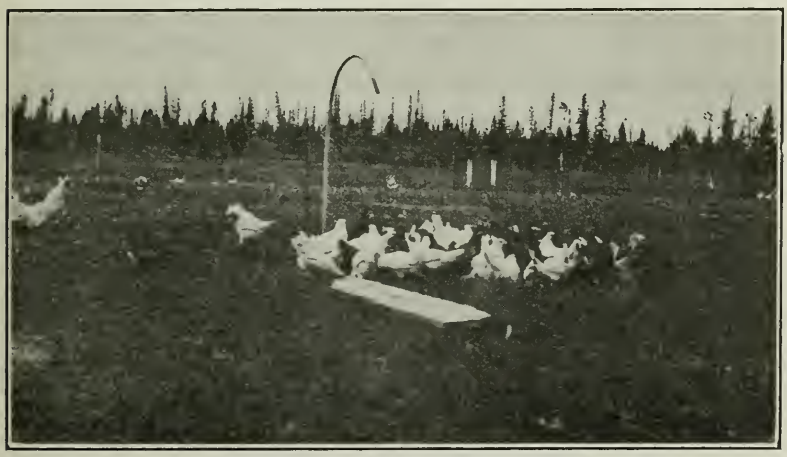
III. School Site for New Building

IV. The New Building

requirements. Their efforts are even more praiseworthy than the efforts in communities where the same efficiency could be secured more easily.

A typical superior school in a poor district is the Riverside school in Flathead county. Thru the vision and constructive leadership of a self-sacrificing teacher, who has remained in the school 9 years, an energetic and public spirited school board and a community that has always given full cooperation, a superior school has been built up. The building is modern in every particular. The schoolroom and playground equipment is complete. Among the equipment

V. Interior of New Building, Well Equipped, Including Piano and Incubator



VI. School Yard and Poultry Project

and improvements not so frequently found in a one-teacher school are a piano, a sewing machine, a kitchenette, an incubator for poultry project, numerous house plants and a seeded lawn. Within the period of 15 years from the establishment of this school by subscription the district valuation has increased to only $34,205 (1920), in consequence of which a 22 mill special levy has been needed to give the 23 children of school age nine months of school. The ideal of an efficient school could not be realized under such conditions without much donated labor and time and frequent benefit enter-

tainments. The community demanded the highest degree of perfection in a school for its children. A majority of the one-teacher schools of the state would be standard and many would be superior had the various communities representing the rural schools worked as faithfully and earnestly for the education of their children as the Riverside community has worked for its children.

Consolidation of Schools

Care should be exercised in clearly differentiating between consolidation of schools and consolidation of districts. The two are very distinct and different types of organization. There are states, as in Colorado, where districts are consolidated for the purpose of consolidating schools and transporting children. But in Montana adjoining districts have been consolidated for the purpose desired by districts concerned. Thus, the school districts near Augusta in Lewis and Clark county recently consolidated for the purpose of providing high school advantages and a superintendent for all the one-teacher schools. This is typical of several districts lately organized for similar purposes.

The County Unit law makes it possible for all third class districts of a county to form one district for purposes of equalizing taxation, for improving one-teacher schools generally and for providing schools for all children with equalized educational opportunities. The consolidation of schools is not necessarily a part of the plan of consolidation of districts. Where consolidation of schools is impracticable, consolidation of districts may bring about many advantages, such as closer supervision, equal opportunities for all children, special teachers for special subjects, better business management and greater economy in purchasing.

That consolidation of schools in many portions of the state is not feasible is made evident by a survey of the status of consolidation in Montana taken for 1918-19. In this consolidation survey it was found that there were 43 consolidated schools in the state, 11 of which were in the open country and 28 in rural villages. In contrast there were 2,542 one-teacher schools in 41 counties reporting on consolidation for the year of 1918-19.

Florence-Carlton Consolidated School, a four-year accredited school with 41 high school and 128 grade pupils. The largest school of this kind in Montana located in the open country.

The consolidated buildings are, on the whole, modern, convenient and well equipped, the average cost of building and equipment being $18,041.46. Eighteen of the buildings have auditoriums for community meetings, 14 contain agricultural laboratories, 17 have home economics laboratories and 22 have manual workshops. Five consolidated schools have teacherages.

The area of the school grounds varies from .5 acres to 12 acres; the average is 3.8 acres. None of the schools has a school farm, tho several have school gardens and experimental plots.

Teachers of these consolidated schools are usually better trained than are teachers of small rural schools. Forty per cent of the teachers in consolidated schools in 1917-18 were normal graduates and 31% were college graduates, in contrast with 32% of all teachers in the state that year who were normal school graduates and 6% of all teachers who were college graduates.

Thirty of the consolidated schools have an eight year elementary school course and six are working toward the "six and six" plan. Twenty-seven of the schools maintain high school courses, 16 of which are accredited for the entire four years. In the grades there is an average enrollment of 138 children per school, and in high schools an average enrollment of 33 pupils.

There has been too strong a tendency in the majority of the consolidated schools to make imitation city schools of these schools which are attended almost entirely by farm boys and girls. Many of the high school departments are simply college preparatory courses, while the boys and girls who cannot go to college are given little thot or attention. Their programs often reveal more Latin than agriculture; more algebra than home making. It is hoped that the farmers' short courses established and the farmers' organizations fostered by a few schools will help others to catch the vision and to see the real mission of the consolidated school.

The cost of the consolidated school is generally higher than the cost of other types of schools. The average per capita cost of maintenance of consolidated schools in 1917-18 was $78.62, while the average for all schools of the state was $57.73. In the same year the cost per teacher or per schoolroom for city schools was $1,449.56; for small rural schools, $951.59, and for consolidated schools, $1,510.67.

The consolidated movement appears to have advanced about as rapidly as practicable. There are relatively very few places where consolidation of schools has been found feasible. Nearly all county superintendents, when they first take office, are enthusiastic for consolidation, but, by the end of their first year, after they have traveled the tremendous distances required to visit the schools, they realize that there are too many barriers to urge consolidation with its attending transportation problems. Until these transportation problems become more satisfactorily solved than at present, Montana's greatest educational task is the improvement of the one-teacher schools and schools in rural villages.

Transportation of Pupils

The problem of transportation is by far the greatest hindrance to success of consolidation of schools in Montana. In the survey taken in 1919 the average distance for pupils to ride was found to 3.4 miles one way, altho there were many instances among the 1,810 pupils conveyed in which children left home at seven or even at six o'clock in the morning and reached home at six or seven o'clock at night. During the worst winter weather or rainy portion of the

spring there has been a great deal of dissatisfaction in many places due to the inability of drivers to keep to their schedules.

The state school survey for 1920 gives some valuable statistical data regarding transportation of pupils. Transportation was furnished last year in 207 schools, 122 of which were rural schools and 85 of which were village and city schools. Some are found in almost every county of the state, Cascade and Sheridan counties each having 19, and Chouteau and Yellowstone each having 10 schools in which transportation was furnished.

The number of children furnished transportation was 3,295, of whom 823 were in rural schools and 2,472 in village and city schools. Thus three-fourths of the children provided with transportation attend village and city schools. The counties in which the largest number of children are transported to rural schools are Sheridan (150) and Cascade (105), and to city or village schools are Ravalli (480), Yellowstone (424), Cascade (224), Sheridan (193), Mineral (103) and Deer Lodge (100). A very large proportion of the children transported to school last year were found near the largest centers of population in each county where roads are usually more highly improved and in the more densely populated rural sections as found on the project areas and in the larger river valleys.

The distances children were transported vary from less than one mile to 15 miles. The longest average distance children attending rural schools were transported was 6 miles, and the shortest was 2½ miles. For children attending city and village schools these distances were 6.2 miles and 1.9 miles, respectively. Children transported for a shorter distance than two miles are usually those picked up along the drivers' regular route. It is unusual to find the distance for transportation extended beyond six or seven miles one way, altho 17 county superintendents each report a transportation route longer than 7 miles.

The great range in distances traveled is due to the varying methods of transportation and the conditions of roads. Most schools are still using wagons because they started with wagons at a time when auto transportation was not perfected to the extent that it is now. It is a slow, cumber-

some means of school transportation, antiquated and altogether out of harmony with present day practice except in localities where poor roads and heavy snows compel its use. The auto buss is built especially for this purpose. With its use the haul may be thot of in minutes rather than miles; 12 or 14 miles with ordinary road conditions have been easily and safely covered in 50 minutes or less.

The monthly wage of drivers varied from an average of $81.56 for the highest wage to $46.30 for the lowest wage to transport children to one- and two-teacher schools. Drivers' wages for transportation to city or village schools varied from $108 as the highest average to $71.34 as the lowest average. Relatively few drivers have received over $100 a month, altho some have received as high as $150 and $167.50 a month. Few have received less than $40 a month, depending on the length of the route and the number of children transported. A previous survey (1918-19) showed that the cost of transportation varied from 10 cents to 48 cents per pupil per day, the average being 25.4 cents.

Every phase of the school transportation problem should be carefully considered in its adaptation to local conditions before the method is permanently adopted for a district or community.

Concrete Examples of Neglect

Many parents and trustees have written to the State Department of Public Instruction regarding their school conditions. Scarcely a day passes that one or more letters are not received at the state office from distressed parents, sometimes scarcely able to express in intelligible form their appeal for educational opportunities for their children. These letters reveal in a very concrete way the problems of providing schools for all the children. Sometimes a family of six or eight children is from 6 to 10 or 15 miles from a school. There is not sufficient taxable property to provide a school at public expense. To leave the homestead means the loss of all the property the family has. They can only be told that the state has no funds with which to help provide a school; poor comfort for parents anxious to rear an intelligent and self-supporting family.

An old log building in Granite county in a district with an assessed valuation of $85,044.

The following notes and extracts taken from such letters make evident the need of changes in our present inefficient district system of school support. Space is given to extracts from only a few letters pleading the rights of children in rural sections. They are typical of many others that have been received at the state office:

"We pay taxes on 640 A and 100 head of stock, but get no good of the schools. We are 18 miles from our school." (June 15, 1920).

A native of Czecho Slovakia, residing in Montana for the past 17 years, writes: "There are here 35 children from 7 to 16, born in American, who have been absolutely without school for over five successive years. They can hardly express themselves in America language, to say nothing of reading and writing and of course their future is just as much shadowish as of those like of mine. For the past five years we have tried our best to get a school but very little attention has been given us." (June, 1920).

"Know one but a mother which as been deprive of education like myself understand what I am going thru. To see my four children and across the road four other little ones out of school for trustee's selfishness. To third of those (eight) children demanding to go to school is next to wanting for bread and not give it to them. To let them grow in ignorance seems a crime." (October, 1920).

Nine children for three years attended the Bear Creek school in Powder River county held in one end of this barn, altho the district has an assessed taxable valuation of $159,549.

"I have been trying hard for over 3 years to get school for my children. The members of the school board is at one side of the district and they don't seem to care whether the country children get school or not. If nothing can be done I will have to keep my children at home until we are able to send them." (December, 1919).

"We are 6¼ miles from school. We have lived here 10 years this fall and the district has never made any effort to furnish the children a way to school. We have always had to move away or let the children go horse back. We have six children here of school age without school. It is impossible to move to town this winter as we have had no crops for two years." (August, 1919).

"We are all agreed with the county superintendent about having two schools in our district, but how? We can hardly support one. It seems a shame not to have any school at all as there are some families in here of almost young men and women with no education whatever." (November, 1920).

"We are denied school when there was $2,200.00 in the treasury of the district. The teachers we get are always

The Roberts' School, Rosebud County, had been established for several weeks before these children had any books except one second reader, and no equipment except a few worn-out desks and about two feet of blackboard.

relations of the clerk. There are always teachers to be found for school for the trustees' children, also the clerk's." (February, 1920).

"We have 25 children in about 20 miles. We have no roads to carry them a very great distance. Some places there is only a pack trail. We will build two schoolhouses, if the state will furnish us enuf money to pay two teachers nine months, or even seven. We have only been able to have 4½ months for two years, and then in some house. This year we had only $773.45 general and textbook fund together, and in our book of state school laws it says children must go to school until 16 years of age. Now how are they going to school if their state and county doesn't furnish schools? Of course we will be able to stand on our feet eventually, but the children need school now." (June, 1920).

"I am a mother of 3 children. Two are of school age. We have 4½ miles to our school. The school board promised us a school wagon when the school was being built, but they say now that they have not enuf money. It makes me feel so bad to think our 9 year old girl don't know anything. We

are poor, for we don't have a crop for two years. If the school board would pay us just $20 a month I could move to town, which is 12 miles from our claim. Then I could pay rent. Then they could go every day. Oh, please help me." (October, 1920).

"In School Dist. No. ..... there is a community where there is no school. There are at least 10 white children that cannot read or write. Shall we as American citizens let such ignorance develop in our state? Some of the parents are anxious about their children; others don't care. The trustees of said district ignore their duty in regard to said children." (September, 1920).

"I have three children to send to school. One is in the sixth grade, one in the fourth, and one in the first. There is no school in the district in which I live. My children ride horseback 5¼ miles to school. They start at sunrise and don't get back until sunset and later. When it gets cold the children have to stay at home for they cannot make that ride in the cold." (November, 1920).

County Unit

The optional county unit law provides for the organization of third class districts into one district by vote of the qualified electors. Montana's county unit law differs from such laws in many states in that it leaves various administrative powers in the hands of the local trustees of the district, such as electing of teachers, purchasing of supplies and equipment and the issuing of all warrants on district funds. The Montana law is strictly financial in its provisions and aims to provide needed funds both for maintenance and buildings for the schooling of all children in the county. It provides for the determination by a county board of five members of the uniform county unit levy necessary to raise the funds required in the budget of the several districts. Cascade county accepted the provisions of this act within a few months after its passage and this year Carbon and Chouteau counties voted in favor of county unit.

The beneficial results of this law are already observed in statistical data compiled for Cascade county. Term lengths have been greatly increased, and for the first time in the history of the county all children have been provided with schools.

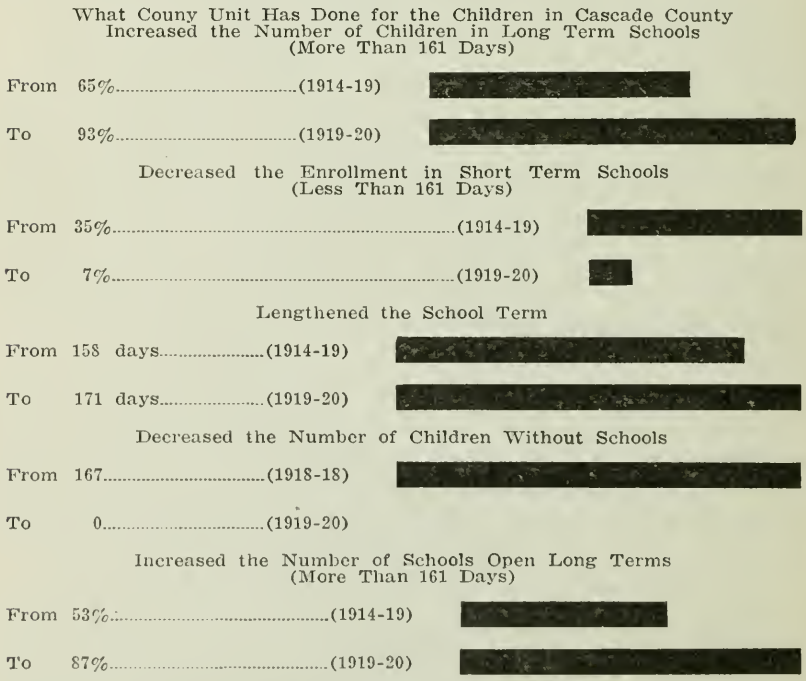
TABLE 27—FIVE YEARS OF THE DISTRICT SYSTEM (1914-19) COMPARED WITH ONE YEAR (1919-20) OF THE COUNTY UNIT SYSTEM IN THE THIRD CLASS DISTRICTS OF CASCADE COUNTY

Year	Days of School	% of Schools Open More Than 160 Days	Number and Per Cent of Children in Schools in Session					
			Less Than 141 Days		141 to 160 Days		161 Days or More	
The District System:								
1914-15	157	57%	344	18%	292	15%	1316	67%
1915-16	162	64%	337	16%	194	9%	1598	75%
1916-17	154	48%	393	19%	355	18%	1284	63%
1917-18	160	51%	242	12%	453	21%	1439	67%
1918-19	160	46%	252	12%	736	34%	1159	54%
5 Year Average	158	53%	314	15%	406	20%	1359	65%
The County Unit System:								
1919-20	171	87%	69	3%	81	4%	2004	93%

Only 13% of the schools in Cascade county were in session less than 161 days in 1919-20, and out of a total of 2,154 children, only 150 children were enrolled in these schools. In previous years there were from five hundred to nearly a thousand children in schools in session less than 161 days and 47% of the schools had short terms. While in previous years from one-fourth to nearly one-half of the children were enrolled in short-term schools, under county unit there were less than one-fourteenth of the children in such schools. This is a remarkable achievement when it is remembered that Cascade was the first county to adopt the new system and that it necessarily required some time to replace the district system with the county unit system. The terms in 15 schools of shorter length than 161 days were due to the time necessary to provide schools early in the fall for 167 children who were not provided with any school the year before. All the children in Cascade county were provided with schools and teachers in September, 1920, and a full nine months' term is thus assured to every child this year.

Not only did Cascade county last year make the best record in its history for long-term schools for all children, but it also made the best record for a long term of all the counties in the state, with the possible exception of Silver

Bow county. The average term length of all public schools in Cascade county was 178 days. Cascade county ranks at the head of the list also, along with Deer Lodge and Mineral, in providing schools for all the children. What has been accomplished in Cascade county in schooling all children should not be compared, however, with either Deer Lodge or Mineral county. Mineral is less than one-third as large as Cascade, and had only 9 rural teachers last year, while Cascade had 120 rural teachers. Deer Lodge county, with less than one-fourth the area and less than one-ninth the number of teachers in Cascade last year provided only 158 days, on the average, for its 211 elementary children in third class districts, while Cascade provided 178 days for its 2,154 children. The percentage of children in Cascade county provided with less than eight full months of school is less than that of any other county except Lincoln and Mineral but here again comparisons are not justified. The percentage of schools open less than 161 days is only 7% in Cascade. County unit has demonstrated its efficiency in equalizing educational opportunities by increasing the term length beyond that of any county under the district system and by providing schools for all the children.



County Unit Has Equalized the Special Tax Levy
From 19 mills in one part of the county and no special levy in another part, to 10 mills for all districts (1919-20).

TABLE 28—COMPARATIVE STATISTICS ON LENGTH OF SCHOOL TERM, PUPIL ENROLLMENT AND ATTENDANCE

County	Per Cent of Schools Open Less Than 161 Days	Per Cent of Pupils of County in Schools Open Less Than 161 Days	Number of Pupils Without School
Beaverhead	28.3%	7.2%	16
Big Horn	52.2	21.6	34
Blaine	77.4	44.1	81
Broadwater	35.8	12.9	21
Carbon	43.9	10.8	31
Carter	66.2	48.7	63
Cascade	13.0	1.6	0
Chouteau	44.3	24.4	139
Custer	19.6	3.0	26
Dawson	54.6	26.5	41
Deer Lodge	42.8	2.4	0
Fallon	66.7	37.9	25
Fergus	54.8	23.7	117
Flathead	21.2	5.7	21
Gallatin	16.4	4.5	15
Garfield	82.2	72.5	53
Glacier	57.1	16.3	19
Granite	48.8	19.0	6
Hill	59.8	27.1	57
Jefferson	25.7	7.4	3
Lewis and Clark	27.0	3.5	16
Liberty	65.2	37.8	37
Lincoln	3.2	.5	21
Madison	43.3	22.8	23
McCone	60.6	47.3	58
Meagher	66.7	63.4	59
Mineral	0	0	0
Missoula	32.3	2.9	22
Musselshell	31.6	14.0	25
Park	42.0	11.6	37
Phillips	75.5	37.5	167
Pondera	25.0	7.9	21
Powder River	55.1	52.4	55
Powell	41.6	10.0	24
Prairie	61.0	42.6	19
Ravalli	21.5	2.6	15
Richland	50.4	36.4	36
Roosevelt	22.2	12.2	26
Rosebud	49.3	26.8	43
Sanders	26.4	6.1	9
Sheridan	80.5	47.9	49
Silver Bow	20.0	.2	24
Stillwater	61.4	30.4	25
Sweet Grass	53.2	24.8	16
Teton	30.0	15.7	20
Toole	48.1	40.3	24
Treasure	58.8	27.3	51
Valley	58.3	31.5	73
Wheatland	27.6	8.2	33
Wibaux	36.5	28.1	1
Yellowstone	45.3	6.6	50
Montana	47.8%	16.5%	1,847

SCHOOL FUNDS

State Funds. Montana's state school funds are derived entirely from the income from funds received from the sale of school lands and from the leasing of school lands. Montana has never provided a state tax for public schools.

State school funds are slowly increasing. The amount apportioned by the state during 1919-20 was nearly a million dollars ($969,756). The apportionment was $6 to every census child, or fifty cents per child more than it was a few years ago. In time the state funds, by wise and safe investments, should prove a great heritage to the children of Montana.

The state common school funds have not always been handled to the best possible advantage of the schools of the state owing to the fact that the constitution has provided that only the income from **invested** funds should be apportioned to the children of the state between the ages of six and twenty-one years. There have been times when large amounts of these funds have been uninvested and have been deposited in various banks of the state drawing only two or two and one-half per cent interest, which interest was placed in the general funds of the state.

Recently since the farm loan law has been in operation this condition has been altered and only a few hundred thousand dollars at a time have been uninvested. However, the farm loan law, while apparently requiring six per cent interest, is operated at the expense of the school funds and the cost of making each loan, when deducted from the interest on the loan, leaves on an average little more than five per cent on the investment. School district bonds net six per cent interest clear. It appears that there should be some legislation which would require the State Land Board to make the best possible investment of these funds at all times.

The constitutional amendment secured at the last general election by a large majority shows that the people of the state desire to protect their state school funds. Under this amendment the interest from all funds, whether invested or uninvested, shall go to the schools, 95% to be distributed annually, and 5% to the permanent funds. Under this amend-

ment the compulsory school term is lengthened also from three to six months. This amendment lays the foundation for a new policy in the handling of the state school funds.

County Funds. Montana's second source of revenue for her schools is from the county six mill tax which is distributed to the schools on the census basis.

This method of apportioning school funds has been proven unfair to children, since it does not equalize educational opportunities for them. Two districts, for example, may each support a one-teacher school. Because District A has 40 census children it received $240 from the state, but District B receives only $60 for its 10 census children. The difference of $180 places a heavier burden on the district with few children. This extra burden often means shorter terms and poorer teachers for the more unfortunate children.

The same conditions result from apportioning county funds wholly on the basis of the number of census children. In Beaverhead county, for example, the apportionment per child the past year was $33.05. Accordingly District A with its 40 children received $1,322 from the county. This, together with state funds, would be enuf to maintain the school without a special levy. District B, however, received only $330.50 for its 10 census children, an amount so small that a high special levy would be required to make up the difference of nearly twelve hundred dollars. As special school levies are the only forms of local district taxation, they are usually first to be lowered in case of increased taxes and a loss in school advantages to children is certain to follow.

Under the present provisions of the laws for apportioning state and county school funds, money does not go to schools where the need is greatest. The reason for this is the unequal wealth and school population in the various counties and school districts of the state. The wealth behind each census child in each county is given in Table 29. This is not the true valuation but the valuation used as a basis of taxation. Considerable variation from this average taxable valuation is found among the different counties. In Meagher county the corresponding average is $8,954, while in Carbon county it amounts to only $1,731, or less than one-fifth as much. In other words, Meagher county is five times

TABLE 29—TAXABLE VALUATION AND COUNTY APPORTIONMENT PER CENSUS CHILD (1919-20)

County	Taxable Valuation Per Census Child	County Apportionment Per Census Child
Beaverhead	$5,045	$33.05
Big Horn	4,652	30.62
Blaine	2,907	14.00
Broadwater	5,141	31.50
Carbon	1,731	10.80
Carter	2,507	17.20
Cascade	3,593	21.45
Chouteau	3,728	26.22
Custer	3,438	26.44
Dawson	3,254	20.22
Deer Lodge	2,513	18.37
Fallon	3,693	23.00
Fergus	3,632	18.50
Flathead	2,406	14.98
Gallatin	4,161	27.78
Garfield	2,813	10.00
Glacier	4,671	23.02
Granite	4,145	28.73
Hill	2,520	8.50
Jefferson	4,660	28.38
Lewis and Clark	3,808	24.00
Liberty	*	12.98
Lincoln	3,299	19.12
Madison	3,710	23.00
McCone	3,503	18.95
Meagher	8,954	53.49
Mineral	7,753	51.15
Missoula	2,532	15.30
Musselshell	3,379	20.09
Park	3,223	19.60
Phillips	2,096	10.61
Pondera	3,843	19.30
Powder River	3,092	18.86
Powell	4,771	28.49
Prairie	5,395	29.17
Ravalli	2,054	12.60
Richland	2,675	15.66
Roosevelt	2,431	11.38
Rosebud	4,930	27.26
Sanders	5,402	34.30
Sheridan	2,143	13.58
Silver Bow	2,398	15.29
Stillwater	3,041	23.98
Sweet Grass	4,721	28.46
Teton	4,845	28.93
Toole	5,014	25.42
Treasure	3,679	20.22
Valley	2,942	15.64
Wheatland	5,150	25.25
Wibaux	2,973	17.59
Yellowstone	3,167	19.50
State	$3,258	$22.18

*Included in Hill county.

as able to keep pupils in school as is Carbon. In 17 counties the wealth behind each pupil is more than $4,000; in 16 others it is less than $3,000. Good school conditions can not be expected so much in the poorer as in the wealthier counties. A shorter school term, lower salaries, etc., characterize the average school in poorer counties and districts unless

an unusually high tax levy is provided. On the other hand, a long school term, high salaries, etc., prevail in counties and districts having a high per pupil wealth, unless low tax rates predominate. In short, the table shows the ability of each county to provide for the support of its schools.

The differences in county support per census child are also presented in Table 29. The differences explain the high levies and short terms that prevail in nearly all school districts of some counties and the low levies and long terms found in practically all districts of others. Thus, the mere location of children often determines their good or poor educational opportunities.

A method should be sought by which financial support, and, therefore, educational opportunities would be equalized. County unit in three counties affords a large measure of relief to the poorer districts within the counties. In some states state aid is given to the poorer districts for long terms, for buildings and equipment, or for the employment of trained teachers.

Utah has just voted an amendment to its constitution providing for the state's contribution of $25 per child in the schools of the state. Similarly California has just amended its constitution so as to provide $30 per pupil in average daily attendance in the elementary and high schools of the state. These states recognize the unfairness of providing the largest part of the support of the schools from district funds and the smallest from the state. State Superintendent Wood of California says of their constitutional amendment:

"It applies the principle that money for school purposes should be raised by taxes levied according to ability to pay, and that funds thus raised should be distributed to school districts according to the needs of the children to be educated.

"It will reopen the hundreds of schools now closed for lack of teachers because of inadequate salaries. It will encourage young people to enter our normal schools to prepare for teaching. It will enable us to restore the efficiency of the schools.

"It will equalize educational opportunities in California. In school matters, California must make no distinction between rich child and poor child; rural child and city child;

mountain child and valley child. In the sight of God and the State of California, all children are created equal—all are entitled to equal educational opportunities.

"It guarantees that all the money raised by the state and 60 per cent of the money raised by the county for school purposes shall be used for teaching. The money cannot be used for the construction of elaborate buildings to satisfy community pride at the expense of the children. It must be used for education."

It is certainly time Montana should begin to look upon education as a responsibility of the state. When she is able to discover thru the operation of the county unit law where the financially weak sections of the state are, these localities should have special assistance, at the same time that every district should receive a large share of its revenues from the state rather than from the district, as is the case at present. Until the state assumes this responsibility, great inequalities in the opportunities of children will continue.

The per capita cost (maintenance) of elementary education in Montana was $78.33 in 1919-20. The per capita cost varies greatly in different counties. It ranges from $45.89 in Ravalli, $50.64 in Carbon, and $52.93 in Sheridan, to $190.58 in Mineral, $138.23 in Wheatland and $134.86 in Meagher.

Special District Tax. The third source of school funds is the special tax levied on the district. Montana has made a beginning within the biennium toward a saner system of school taxation for its third class districts. The district system has been replaced by the county unit system in three counties. But this is only a beginning, as forty-nine counties still have the district plan of taxation.

The district tax for schools continues to yield more than one-half of the money raised to support public elementary and high schools. This is evident from the accompanying table.

The district system of taxation in Montana was used by our forefathers in colonial days. In its efficiency it may be compared with the oxcart, the flail, the scythe, the sail boat, the pack horse, and other instruments of slow progress which

TABLE 30—PER CAPITA COST OF ELEMENTARY EDUCATION (1919-20)
(Maintenance Includes All Current Expenses Except for General Control and Liquidation of Debts)

County	Maintenance	Elementary Enrollment	Per Capita Cost
Beaverhead	$163,164.94	1,489	$109.58
Big Horn	101,114.34	1,324	76.37
Blaine	111,394.81	1,955	56.98
Broadwater	47,459.45	653	72.68
Carbon	197,177.97	3,894	50.64
Carter	70,068.82	1,037	67.56
Cascade	543,222.36	7,384	73.57
Chouteau	257,521.36	2,809	91.67
Custer	214,195.23	2,229	96.09
Dawson	198,558.12	2,231	88.99
Deer Lodge	134,315.33	1,713	78.41
Fallon	98,244.49	1,231	79.81
Fergus	509,070.66	6,555	77.66
Flathead	244,303.50	4,281	57.07
Gallatin	265,083.38	3,139	84.45
Garfield	91,076.20	1,120	81.31
Glacier	94,011.51	748	125.68
Granite	55,924.02	767	72.91
Hill	231,891.86	2,800	82.82
Jefferson	62,898.21	939	66.98
Lewis and Clark	225,036.69	2,572	87.49
Liberty	50,848.39	831	61.19
Lincoln	137,053.35	1,472	93.10
Madison	98,451.49	1,550	63.52
McCone	84,992.30	979	86.91
Meagher	62,578.46	464	134.86
Mineral	87,669.78	460	190.58
Missoula	337,119.95	4,087	82.48
Musselshell	226,628.44	3,122	72.59
Park	135,201.72	2,144	63.06
Phillips	149,247.06	1,956	76.30
Pondera	103,742.97	1,295	80.11
Powder River	80,522.22	705	114.21
Powell	84,347.21	1,127	74.84
Prairie	73,727.10	954	77.28
Ravalli	110,458.56	2,407	45.89
Richland	180,374.33	2,449	73.65
Roosevelt	154,150.71	2,006	76.84
Rosebud	144,974.76	1,429	101.45
Sanders	112,152.75	1,161	96.60
Sheridan	207,602.28	3,922	52.93
Silver Bow	765,490.17	7,621	100.45
Stillwater	166,305.86	1,974	84.25
Sweet Grass	90,098.13	1,057	85.24
Teton	156,766.06	1,339	107.08
Toole	84,378.41	911	92.62
Treasure	46,847.14	504	92.95
Valley	136,001.76	2,563	53.06
Wheatland	168,646.84	1,220	138.23
Wibaux	59,039.98	962	61.37
Yellowstone	374,635.56	6,075	61.67
Montana	$8,586,156.27	109,616	$78.33

TABLE 31—SOURCES OF SCHOOL MONEY

	1914–1918	1920
County Tax	22.0%	32.0%
District Tax, Including Sale of Bonds	62.5%	54.2%
State Apportionment	12.8%	8.3%
Other Sources	2.7%	5.5%

they used. There were no larger units of government than the local community from which money to support schools might be obtained. Neither were there automobiles, railroads and farm machinery such as we have today. When the machine-farmer replaced the hoe-farmer, farming developed to a high stage of perfection and efficiency.

From a financial standpoint our school business is one of our biggest enterprises. But in no other form of big business are there to be found such lax methods of collecting and disbursing funds. There is no semblance of good business methods in connection with the financial operations of the district system.

Long ago all other forms of public business were placed on the basis of a larger unit. The county cares for the poor, builds roads and bridges, looks after the public health, etc., yet the largest enterprise of all is left to the local district with complete lack of organization and no distinctness of purpose. In no business enterprise handling even half the funds of the public schools would such an utter lack of business principles be tolerated. There is no small wonder that rural education has been retarded when an expensive, wasteful, inefficient and unprogressive system of taxation makes educational opportunities unfair to many country children.

Our system of taxation for educational purposes does not provide even fairly equal financial burdens for all patrons and taxpayers or equalized educational opportunities for all children of all the people. This statement may be verified from the following facts and figures:

There was in 1919-20 a combined taxable assessed valuation of $28,126,155 in school districts without a special school levy. The average length of school term in the 141 untaxed districts was 162 days, or 8 months. This non-support by local taxation affected 3,313 census children and 2,078 children enrolled in the schools of these districts without levy. If a normal 10 mill levy had been put on by the district school board, in place of no levy at all, it would have given $8.49 to each census child, or $199.48 to each school. This would have made it possible to increase the average length of term by at least 20 days, making a total of 182 days, or 9 months of school for the children.

In addition to these districts without levies there were 444 districts in the state with more than 107 million dollars taxable wealth, which was taxed less than six mills special levy. In contrast there were 217 districts with more than 39 million dollars taxable wealth which was taxed from 15 to 40 mills special levy for local support of schools, and almost two-thirds of this amount was taxed 20 mills or more.

TABLE 32—DISTRIBUTION OF TAXABLE WEALTH AS DETERMINED BY THE NUMBER OF MILLS SPECIAL LEVY IN MONTANA SCHOOL DISTRICTS (1919-20)

I. Third Class Districts

Mills Special Levy	No. of Dists.	Valuation Exclusive of R. R. (Taxable)	No. of Dists.	Railroad Valuation (Taxable)	No. of Dists.	Total Assessed Valuation (Taxable)	Percentage of Third Class Dists. in State	Percentage of Wealth in State
No levy	140	$ 17,432,971	52	$ 7,974,237	140	$ 25,407,208	6.4%	4.5%
.5 to 2	102	18,751,871	50	5,511,791	102	24,263,662	4.6	4.2
2.5 to 5.5	339	48,561,330	117	19,749,183	339	68,310,513	15.4	12.0
6 to 9	397	60,330,723	110	17,214,843	397	77,545,566	18.0	13.6
9.5 to 10.5	604	70,327,159	195	18,709,981	604	89,037,140	27.4	15.6
11 to 14.5	422	62,920,697	106	17,715,388	422	80,636,085	19.1	14.1
15 to 19.5	151	1,653,212	43	4,233,000	151	5,886,212	6.8	1.0
20 or more	50	6,911,081	17	1,206,169	50	8,117,250	2.3	1.4
Total	2205	$286,889,044	690	92,314,592	2205	*$379,203,636	100.0%	66.4%

II. First and Second Class Districts

Mills Special Levy	No. of Dists.	Valuation Exclusive of R. R. (Taxable)	No. of Dists.	Railroad Valuation (Taxable)	No. of Dists.	Total Assessed Valuation (Taxable)	Percentage of Third Class Dists. in State	Percentage of Wealth in State
No levy	1	$ 2,575,194	1	$ 143,753	1	$ 2,718,947	1.5%	.5%
.5 to 2	1	2,370,429	1	618,355	1	2,988,784	1.6	.5
2.5 to 5.5	2	10,706,747	2	731,823	2	11,438,570	3.1	2.0
6 to 9	8	34,543,167	8	4,152,962	8	38,696,129	12.3	6.7
9.5 to 10.5	6	23,749,029	6	1,586,986	6	25,336,015	9.2	4.4
11 to 14.5	31	76,599,071	30	9,135,897	31	85,734,968	47.7	15.0
15 to 19.5	7	7,420,425	6	987,665	7	8,408,090	10.8	1.5
20 or more	9	11,719,512	9	4,920,647	9	16,640,159	13.8	2.9
Total	65	$169,683,574	63	$22,278,088	65	*$191,961,662	100.0%	33.6%

*Total valuations as submitted by county superintendents are approximately $40,000 more than the valuation shown in the report of the state examiner, possibly due to later adjustments by county and state boards of equalization.

Two districts out of ten paid less than 6 mills special levy in 1919-20, while three out of ten paid from 11 to 40 mills. The variations are often quite as great in a single county. Fergus county, for example, had six districts without special levy and twenty districts with 20 mills or more. Musselshell county had four districts without levy and twenty-five other districts with 15 mills or more. The inequalities of the taxing power of districts works a hardship on taxpayers in some localities, but allows taxpayers in other localities to escape with little or no local school tax. The children are the helpless victims of this unjust distribution of the tax burden. For many it means meager opportunities for an education.

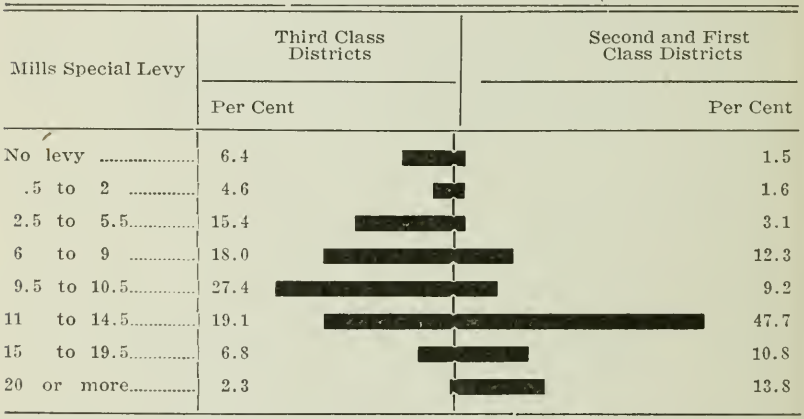


DIAGRAM 5—DISTRIBUTION OF PERCENTAGE OF TAXABLE WEALTH IN CITY AND RURAL SCHOOL DISTRICTS OF MONTANA (1919-20) BASED ON THE NUMBER OF MILLS SPECIAL LEVY PROVIDED

Special levies in districts of the first and second class are higher than those of third class districts. Very few (6%) first and second class districts have less than 6 mills, while nearly three-fourths (72%) of these districts have 11 mills and more. Almost one-half (48%) of these districts paid, in 1919-20, from 11 to 14.5 mills, while less than one-fifth (19%) of the third class districts paid the same special levy. One district in four of the first and second class districts has paid 15 mills or more, while only one district in eleven of the third class has paid as much. The average special levy for first and second class districts in 1919-20 was 15.3 mills, while that of third class districts was 9.7

mills. More than one-half (58%) of the wealth in first and second class districts is taxed by special levy from 11 to more than 20 mills, while in third class districts only one-fourth of the wealth in such districts is so taxed. If educational opportunities for rural children are ever to be equalized and made as good as those for city children, the taxes which support rural schools must be increased and equalized as well.

Montana's problem of equalizing the burden of taxation for school purposes may be compared to that of California. In the two states district, county and state have shared in elementary school support according to the following percentages:

TABLE 33—COMPARATIVE PERCENTAGES OF SCHOOL SUPPORT IN CALIFORNIA AND MONTANA

	California 1907	California 1918	Montana 1914-18
District	12%	31%	62.5%
County	36%	37%	22.0%
State	52%	32%	12.8%
Other Sources	.....	.....	2.7%
Total	100%	100%	100%

It will be seen from this table that in Montana the district's share (62.5%) in the support of schools has been twice as large as the district's share of support (31%) in California. The district and state shared almost equally in the support of schools in California in 1918. The large district support gave rise to short terms and very limited educational facilities in many poor districts. The large district support in Montana has been the dominant cause in the inequalities of education opportunity offered the children of our state.

District support in California increased from 12% in 1907 to 31% in 1918. This proportional increase in district support in California gave rise to such alarming inequalities of educational opportunity that a constitutional amendment removing such inequalities was voted by the people of the state at the recent election. By this amendment the state and the county share equally in the cost of elementary education. The changes in elementary school support per pupil in average daily attendance may be indicated as follows:

School district taxes are to be provided for by legislation.

California

Common School Support	1919-20	1920-21	Increased
State	$19.23	$30.00	$10.67
County	$24.70	$30.00	$5.30

All students of the problem of financing public education agree that California has taken a wise step and that the ultimate solution of our elementary and rural school problems lies in the direction of such changes in the state constitution of Montana as will permit of larger support from the higher units of government and very limited support by district special levies.

Bonds. The earlier practice common in Montana of providing school buildings from the general school funds of a district is fast disappearing except in extremely wealthy districts which can easily meet their building requirements by a special levy of a mill or two.

It was not uncommon a few years ago for the school term to be shortened in many districts by the use of school funds for building purposes. Occasionally shortsighted trustees still pursue this policy, but most of them have discovered that a very small levy extending over a period of ten, fifteen or twenty years, as valuation requires, will meet payments of both principal and interest on bonds and will permit those who move into the district later, and whose children receive the benefits of the school, to assist in meeting the payments on bonds.

In this way there is no necessity of shortening the school term and the indebtedness incurred by bonding is frequently paid off without the consciousness of the taxpayers that payments on bonds were being made annually. This is particularly true in case the bonds have been sold to the State Land Board, as this board permits a district to pay off one or more of its bonds at any interest-paying period by giving thirty days' notice of its intention to do so.

Recently many school districts have been unable to dispose of their bonds owing to the fact that bonding companies were not interested and the State Land Board was placing most of its money in farm loans. It is hoped, however, that it will not be necessary to continue this policy indefinitely

and that the school districts of the state may eventually be able to receive needed assistance from the State Land Board in the disposal of their bonds.

The same difficulty obtains in connection with raising funds for building purposes by bonding as for raising funds for maintenance by the special district levy. Hundreds of districts, even if they were to bond to the legal limit of 3% of their assessed valuation, would not be able to secure more than a few hundred dollars, an amount entirely inadequate for erecting anything but a shell of a building.

Under the county unit plan comfortable buildings can be provided for all districts by bonding the entire county unit, if the public will only learn to think of the welfare of all children regardless of where they live and will consider an education as a right to which every man's child is entitled.

If counties could learn to take care of the building program and a moderate share of the maintenance cost of all the schools within the county, possibly to the extent of a five or six mill special tax, and the state could assume the responsibility of providing the largest share of the tax for maintenance, we might then hope to equalize the opportunities of children for an education at the same time that we equalize the burdens upon taxpayers. No system could be more unfair than the one we have at present except in the three counties that have adopted county unit.

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Statistical Report of the School Districts in Montana for the Year Ending June 30, 1920 PART I

County	Census: No. of Children Between the Ages of 6 and 21 Yrs	Boys	Girls	Under 6 Yrs of Age	Boys	Girls	Compulsory Education: No. of Children Between 8 and 16 Yrs in District Oct. 1, 1919	No. Such Children Attending District School Entire Term During Yr End'g June 30, 1920	No. Attending School Elsewhere or Instructed at Home Entire Year	No. Between 16 and 21 Not Graduates of High School or Equivalent	No. Persons 18 Yrs of Age and Above Who Can Neither Read or Write	No. of Months of School Excluding Holidays
Beaverhead	2,204	1,099	1,105	814	412	402	1,180	1,039	63	145		8.3
Big Horn	1,675	844	831	631	321	310	1,019	874	76	252	4	7.7
Blaine	2,982	1,526	1,456	1,366	713	653	[illegible]	611	80	101		6.0
Broadwater	977	502	475	360	[illegible]	197	533	423	104	131		7.8
Carbon	[illegible]	[illegible]	2,638	2,279	1,181	1,098	3,059	2,982	31	89	10	8.3
Carter	1,479	758	721	666	313	353	671	671	141	211	1	7.1
Cascade	10,823	5,431	5,392	5,139	[illegible]	2,614						8.6
Chouteau	4,233	2,146	2,087	2,048	1,040	1,008	2,327	1,996				8.0
Custer	3,347	1,741	1,606	1,501	785	716	1,934	1,494	291	629	1	8.2
Dawson	2,853	1,404	1,449	1,627	831	796	1,594	1,322	52	316		7.7
Deer Lodge	[illegible]	2,089	1,965	1,877	935	942	2,193	1,428	765	612		8.0
Fallon	1,447	755	692	648	311	337	780	763	35	125	54	8.0
Fergus	9,861	5,035	4,826	3,917	2,071	1,846	5,676	2,933	414	440	5	7.6
Flathead	[illegible]	3,203	[illegible]	2,633	1,321	[illegible]	3,587	2,757	–			9.0
Gallatin	4,277	2,175	2,102	2,023	958	1,065	2,236	1,843	236	147		6.6
Garfield	1,734	981	753	957	515	442	958	760	63	164		5.9
Glacier	953	490	463	460	245	215	640	494	45	112	100	6.7
Granite	1,103	559	544	428	207	221	615	697	18			8.2
Hill	4,745	2,347	2,398	2,353	1,177	1,176	2,660	2,134	23			7.8
Jefferson	1,412	720	686	530	269	261	765					8.2
Lewis & Clark	4,926	2,428	2,498	2,327	1,193	1,134	2,641	1,569	470	127		8.2
Liberty	1,034	634	600	439	223	216	693	549	58	134	3	7.2
Lincoln	2,067	1,075	992	934	501	433	1,032	1,047	70	90	15	8.7
McCone	1,398	739	659	946	466	480	790	557	84	89	4	7.3
Madison	2,137	1,092	1,045	848	436	412	1,176	693	133	178	3	7.7
Meagher	734	377	357	352	175	177	417	321	44	67	1	7.1
Mineral	571	320	251	256	134	122	320	317	2			9.3
Missoula	6,950	3,486	3,464	2,553	1,286	1,267	4,140	2,906	586	60	17	7.6
Musselshell	[illegible]	2,026	1,829	2,097	967	[illegible]	2,280	2,172				8.1
Park	3,212	1,574	1,638	1,567	797	770	1,759	1,555	249	52		8.1
Phillips	3,232	1,586	1,647	1,663	[illegible]	833	1,916	1,501	127	21		6.5
Pondera	1,568	944	624	763	377	386	1,112	914	78	70	3	8.8
Powder River	1,152	601	551	491	249	242	762	611	41			7.6
Powell	1,692	877	815	726	[illegible]	366	832	759	80	74		7.8
Prairie	1,195	626	569	652	333	319	705	596	66	96	5	7.7
Ravalli	3,264	1,669	1,595	1,145	588	557	1,848	1,635	119	268		7.8
Richland	2,924	1,460	1,364	1,597	815	782	1,770	1,612	78	422		7.2
Roosevelt	2,929	1,507	1,422	1,397	730	667	1,729	1,475	32	271		7.9
Rosebud	2,282	1,144	1,138	1,066	549	517	1,267	1,129	87	87		8.2
Sanders	1,453	764	689	610	320	290	822	735	49	119		8.3
Sheridan	4,322	2,206	2,116	2,507	1,298	1,209	2,358	2,003	72	353	17	5.9
Silver Bow	14,893	7,546	7,347	6,978	3,459	3,519	7,341	86	25	8		8.7
Stillwater	2,446	1,277	1,169	1,247	659	588	1,387	1,151	169	413	12	7.4
Sweet Grass	1,395	732	663	612	299	313	782	642	83	253		7.7
Teton	1,761	926	835	841	441	400	1,056	854	148	132	3	8.6
Toole	1,277	690	587	639	317	318	733	514	61	74	3	7.8
Treasure	703	357	346	342	179	164	377	366	16	146	9	7.4
Valley	3,280	1,609	1,671	1,802	927	875	1,907	1,761	32	66	1	7.8
Wheatland	1,675	895	780	866	[illegible]	[illegible]	949	886	43	24		8.3
Wibaux	1,304	682	622	550	285	265	730	653	103	237	1	6.2
Yellowstone	7,930	3,984	3,946	3,907	1,901	2,006	4,061	3,908	61	346	1	8.0
TOTAL	161,626	82,320	79,306	75,247	37,976	37,271	84,035	60,926	5,716	7,852	373	7.5

County	No. Days Actually Taught: Kindergarten	Elementary	High School	No. Enrolled During Year: Kindergarten Boys	Elementary Boys	High School Boys	Kindergarten Girls	Elementary Girls	High School Girls	TOTAL
Beaverhead	179	173	170	22	764	94	20	725	110	1,735
Big Horn		162	170		642	44		682	51	1,419
Blaine		145	175		1,013	79		942	112	2,146
Broadwater		163	177		354	20		299	65	738
Carbon	167	161	176		1,916	149		1,948	257	4,300
Carter		148	165		516	13		521	18	1,068
Cascade	178	175	175	271	3,790	485	266	3,694	688	9,094
Chouteau		148	160		1,431	65		1,378	140	3,014
Custer		176	172		1,100	133		1,129	184	2,546
Dawson		165	177		1,112	66		1,119	148	2,444
Deer Lodge		158	187		861	196		852	205	2,114
Fallon		165	174		619	42		614	43	1,316
Fergus		163	173		3,358	532		3,167	602	7,659
Flathead		153	176		2,244	410		2,037	606	5,297
Gallatin		169	176		1,631	276		1,508	367	3,802
Garfield		126	158		599	19		521	25	1,164
Glacier		168	169		368	17		360	45	790
Granite		166	172		391	53		376	64	884
Hill		164	179		1,415	92		1,365	196	3,076
Jefferson		171	174		488	86		451	83	1,108
Lewis & Clark	181	177	180	76	1,312	194	66	1,260	268	3,176
Liberty		156	174		439	18		392	28	877
Lincoln	174	170	173	36	752	97	28	720	124	1,757
McCone		149	176		619	13		460	24	1,016
Madison		155	173		758	79		792	108	1,737
Meagher		167	162		243	22		221	17	503
Mineral	182	177	176	6	258	37	6	202	44	553
Missoula		176	176		2,114	382		1,973	473	4,942
Musselshell		173	176		1,598	88		1,624	165	3,375
Park		169	191		1,095	145		1,049	217	2,506
Phillips		149	174		996	53		960	111	2,120
Pondera	181	172	179	23	691	69	19	604	110	1,515
Powder River		147			368			337		705
Powell	178	174	192	21	559	66	25	536	54	1,321
Prairie		149	173		513	31		441	42	1,027
Ravalli		174	173		1,292	200		1,205	255	2,962
Richland		167	175		1,303	117		1,116	145	2,711
Roosevelt		160	177		1,009	127		997	141	2,274
Rosebud	163	172	170	42	708	75	41	723	106	1,695
Sanders	13	168	173	11	621	65	12	540	71	1,320
Sheridan		165	177		1,989	85		1,933	113	4,120
Silver Bow	179	178	179	299	4,865	663	363	3,756	711	9,657
Stillwater		165	176		1,030	57		944	111	2,142
Sweet Grass	187	159	177	25	564	62	23	503	65	1,227
Teton		163	172		715	61		624	91	1,491
Toole		160	175		493	16		418	19	946
Treasure		161	172		247	18		257	38	560
Valley		157	174		1,295	63		1,268	108	2,734
Wheatland	175	162	172	43	643	63	37	577	101	1,464
Wibaux		161	171		505	45		457	42	1,049
Yellowstone	163	166	172	166	3,074	333	155	3,001	487	7,216
TOTAL	173	165	176	1,039	66,158	6,097	1,066	63,426	8,420	126,229

County	Aggregate Days Attendance: Kindergarten	Elementary	High School	Aggregate Days Absence: Kindergarten	Elementary	High School	Average Daily Attendance: Kindergarten	Elementary	High School	Average No. Belonging	Percentage of Attendance	Total Number Times Tardy
Beaverhead	4,593	178,276	[illegible]	[illegible]	11,876	1,611	26	1,033	[illegible]	1,296	94	[illegible]
Big Horn		141,195	[illegible]		14,284	231		865	[illegible]	[illegible]	94	4,492
Blaine		195,852	27,101		12,609	[illegible]		1,350	[illegible]	[illegible]	94	[illegible]
Broadwater		86,117	[illegible]		8,168	61		511	[illegible]	621	93	[illegible]
Carbon		459,751	[illegible]		[illegible]	[illegible]		2,774	[illegible]	[illegible]	92	[illegible]
Carter		97,595	[illegible]		11,631	[illegible]		657	[illegible]	[illegible]	89	4,513
Cascade	65,514	1,014,398	[illegible]	[illegible]	48,969	[illegible]	368	5,715	[illegible]	[illegible]	95	13,559
Chouteau		284,202	31,334		26,612	[illegible]		1,920	174	[illegible]	91	9,402
Custer		283,650	11,340		24,517	[illegible]		1,606	[illegible]	[illegible]	86	4,441
Dawson		250,268	26,750		13,060	[illegible]		1,520	151	[illegible]	92	6,658
Deer Lodge		251,839	70,210		11,395	[illegible]		1,692	376	[illegible]	95	2,263
Fallon		137,658	12,856		11,394	[illegible]		820	74	[illegible]	93	4,641
Fergus		756,346	[illegible]		[illegible]	[illegible]		4,630	300	[illegible]	89	[illegible]
Flathead		481,073	128,817		36,696	[illegible]		3,202	731	[illegible]	92	[illegible]
Gallatin		409,643	100,852		22,436	[illegible]		2,429	[illegible]	[illegible]	95	[illegible]
Garfield		98,774	[illegible]		14,303	[illegible]		784	[illegible]	[illegible]	89	4,421
Glacier		81,711	5,294		6,591	[illegible]		517	[illegible]	[illegible]	94	2,256
Granite		95,092	16,498		5,663	[illegible]		[illegible]	96		95	1,553
Hill		319,692	36,512		37,009	[illegible]		1,916	213		91	[illegible]
Jefferson		112,665	24,661		9,211	[illegible]		657	142		93	3,561
Lewis & Clark	16,139	358,489	66,169	2,048	20,963	[illegible]	89	2,021	357	[illegible]	94	5,273
Liberty		86,698	6,367		7,161	[illegible]		557	37	[illegible]	92	3,069
Lincoln	6,561	195,476	32,019	484	13,498	[illegible]	37	1,168	[illegible]	[illegible]	94	5,141
McCone		[illegible]	4,851		11,237	[illegible]		610	[illegible]	[illegible]	89	5,486
Madison		154,235	[illegible]		15,640	[illegible]		[illegible]	[illegible]	[illegible]	92	[illegible]
Meagher		65,425	[illegible]		4,031	[illegible]		362	[illegible]	41	93	2,059
Mineral	[illegible]	53,683	11,891	84	3,532		9	[illegible]	[illegible]	401	93	[illegible]
Missoula		547,341	126,320		38,156	[illegible]		[illegible]	[illegible]	[illegible]	93	[illegible]
Musselshell		396,408	36,796		36,765	[illegible]		[illegible]	[illegible]	2,674	91	[illegible]
Park		269,290	52,903		16,564	[illegible]		[illegible]	[illegible]	1,931	94	4,256
Phillips		199,804	20,660		21,496	[illegible]		[illegible]	[illegible]	1,833	90	[illegible]
Pondera	3,171	148,132	26,047	[illegible]	15,633	[illegible]	19	[illegible]	110	1,121	91	4,936
Powder River		73,028			7,475			[illegible]		674	90	2,510
Powell	5,287	141,306	23,789	710	10,485	[illegible]	[illegible]	[illegible]	[illegible]	1,035	93	4,395
Prairie		101,222	[illegible]		10,939	[illegible]		[illegible]		833	91	3,150
Ravalli		296,726	63,437		[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	91	6,249
Richland		261,120	[illegible]		[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	92	11,922
Roosevelt		224,615	[illegible]		22,633	[illegible]		[illegible]	[illegible]	1,754	91	[illegible]
Rosebud	10,441	163,478	24,260	[illegible]	19,674	[illegible]	64	[illegible]	[illegible]	[illegible]	90	[illegible]
Sanders	285	139,561	20,860	17	10,049	1,100	[illegible]	[illegible]	[illegible]	1,097	93	[illegible]
Sheridan		[illegible]	29,797		24,733	1,004		[illegible]	169	3,274	96	[illegible]
Silver Bow	[illegible]	1,076,478	175,242	[illegible]	[illegible]	9,008	[illegible]	[illegible]	979	7,627	92	[illegible]
Stillwater		220,094	[illegible]		24,149	1,651		[illegible]	[illegible]	1,636	90	[illegible]
Sweet Grass	[illegible]	122,329	17,325	[illegible]	12,469	1,036	[illegible]	[illegible]	98	977	91	[illegible]
Teton		169,151	19,373		14,276	449		977	113	1,193	92	[illegible]
Toole		87,780	5,797		[illegible]	243		689	[illegible]	719	89	[illegible]
Treasure		[illegible]	7,261		5,083	[illegible]		390	[illegible]	468	92	[illegible]
Valley		243,662	23,970		22,532	[illegible]		[illegible]	115	[illegible]	92	9,456
Wheatland	6,397	142,548	21,656	[illegible]	17,924	[illegible]	[illegible]	[illegible]	126	1,171	89	4,964
Wibaux		[illegible]	11,150		9,171	[illegible]		[illegible]	66	[illegible]	91	[illegible]
Yellowstone	24,806	719,745	118,804	2,744	57,194	[illegible]	[illegible]	[illegible]	690	[illegible]	93	13,676
TOTAL	201,769	13,108,493	1,959,411	20,728	[illegible]	[illegible]	1,173	[illegible]	[illegible]	[illegible]	92	[illegible]

SEVENTEENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

MONTANA

1922

SEVENTEENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

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1922

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BIENNIAL REPORT

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Superintendent of Public Instruction

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OF

MONTANA

1922

INDEPENDENT PUBLISHING CO
HELENA, MONTANA

And it is pity that commonly more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse than a cunning man for their children. They say nay in word, but they do so in deed. For to the one they will gladly give a stipend of 200 crowns by the year and are loath to offer to the other 200 shillings. God that sitteth in heaven laugheth their choice to scorn and rewardeth their liberality as it should. For He suffereth them to have tame and well-ordered horses, but wild and unfortunate children, and therefore in the end they find more pleasure in their horses than comfort in their children.—Roger Ascham in "Schoolmaster," written in the Sixteenth century.

LETTER OF TRANSMITTAL

State of Montana
Department of Public Instruction.

To His Excellency, Joseph M. Dixon, Governor.

Sir: I have the honor of submitting to you the report of this department for the biennium ending June 30, 1922.

MAY TRUMPER,
Superintendent of Public Instruction.

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I. MONTANA'S RANK AMONG STATE SCHOOL SYSTEMS

Comment was made in the biennial report of 1920 upon the study of state school systems of Dr. Leonard P. Ayres, director of The Russell Sage Foundation, and upon Montana's rank as given in that report. It seems desirable to repeat certain figures presented at that time for the purpose of comparison with more correct figures based upon the 1920 census. It is evident that Montana's rating in that report based upon estimated school population was unduly high as the following table shows:

NTANA'S EDUCATIONAL STANDING FOR 1921-22 COMPARED WITH THAT OF PREVIOUS YEARS AS GIVEN IN THE RUSSELL SAGE FOUNDATION REPORT.

Components	Rank		(1) 1918 Ayres Report	(2) 1920 Biennial Report	(3) 1920 Corrected	(4) 1922
Educational Components	1890	1918				
Per cent of school population attending school daily *(100%)	26	1	*** 86%	*** 87%	66%	*** 71.9%
Average daily attendance by each child of school age (200 days each year)	19	1	*** 131 days	*** 144 days	111 days	*** 122.4 days
Average number of days schools were kept open (200 days)	15	33	152 days	166 days	166 days	169.1 d'ys
Per cent that high school attendance was of total attendance (33 1-3%)	11	23	11.5%	** 11.5%	12.8%	17.3%
Per cent that boys were of girls in high school (100%)	17	40	65.6%	72.4%	72.4%	85.3%
Financial Components						
Average annual expenditures per child attending ($100)	4	1	$103.80	$128.86	$128.86	$135.01
Average annual expenditure per child of school age ($100)	5	1	*** 88.90	*** 111.44	86.07	*** 97.13
Average annual expenditure per teacher employed (200 per month)	9	6	130.18	158.50	158.50	182.37
Expenditures per pupil for purposes other than teachers' salaries ($50 per year)	4	1	57.61	66.82	66.82	65.98
Expenditure per teacher for salaries ($100 for each of 12 months)	9	15	57.42	76.31	76.31	93.24

*Perfect scores given in parenthesis.
**Typographical error in the 1920 Biennial Report.
***Determination of figures for components 1, 2 and 7 involve information regarding the nber of children of school age (5-17 years). This figure is secured from the United tes Census and is consequently correct only for census years. Column 3 carries these ect figures. The figures for components 1, 2 and 7 in columns 1, 2 and 4 are of neces- approximations since they are based upon estimated school population as given from e to time in the Statistical Abstract of the United States Census.

In commenting on the above table no discussion will be attempted of components 1, 2 and 7, since by comparison with the census figures of 1920 it is readily seen that the estimates of Montana's school population were grossly incorrect in the years immediately preceding. Consequently the findings on these points except for 1920, are unreliable.

On components 3, 4 and 5, Montana in 1918 received its lowest ratings namely, 33rd, 23rd and 40th ranks respectively. It is a satisfaction to note that in these three components we are making consistent and appreciable gains. The gains of 1922 over 1920 in components 4 and 5 are especially noticeable.

In finance Montana in 1918 ranked below first place only on components 8 and 10. In spite of adverse financial conditions during the past four years there has been material increase in teacher's salaries (10) and expenditure proportioned to number of teachers employed (8).

It is evident that Montana schools are making the most notable gains on points in which the state was ranked low by the Ayres Report —components 3, 4, 5 and 10. These gains will be necessary to balance our probable loss in relative standing on components 1, 2 and 7.

II. THE CHILDREN

The school census for September 1921 shows 160,221 children between the ages of 6 and 21 ears in the state. During the school year 1921-22 there were 122,380 children enrolled in the public schools, leaving 37,841 children not in school or attending private and parochial schools or over school age. Attention is again called to the importance of attendance reports from private and parochial schools so that the actual school enrollment of the state may be known and the compulsory school laws of the state may be more effectively enforced.

Enrollment by Schools

Survey reports from last year showed 2,623 one-room schools in session; 121 two-room schools; 193 village schools in third class districts with three or more teachers, 131 of which had high schools; 173 schools in cities in first and second class districts, 77 of which had high schools.

There were 2 schools in the state that were maintained for 1 pupil each, 16 schools for 2 pupils each, 43 schools for 3 pupils each, 69 schools for 4 pupils each and 106 for 5 pupils each. In all there were 236 schools maintained for 5 pupils or less and 1,014 schools for 10 pupils or less. The number of schools with 5 pupils or less and the number with 10 pupils or less have slightly increased during the biennium.

As a school for very few children costs practically as much as for a school for 20 pupils, it is unfortunate that the education of such children cannot be provided for in larger schools. This has been done in county-unit counties, thus saving thousands of dollars, and at the same time providing far better educational advantages for such isolated children. (See page 11). It is roughly estimated that it costs over $165,000 to maintain all schools of the state with 5 pupils, or fewer, enrolled, with a per capita cost averaging from $140 to $700.

Every effort should be made by trustees and county superintendents to secure the consent of parents in isolated sections to put their children in larger schools. In order to do this our laws should be amended, giving trustees authority to pay for board of such children or rent of the family near already established schools. At the same time trustees should be prohibited from opening a school for five pupils or fewer unless, in the judgment of county superintendents, no other provision can be made for isolated children. County superintendents should also be given authority to prevent trustees from paying exorbitant amounts for board, house rent or transportation as has occasionally been done in the past. (See page 36 on extravagance and profiteering.)

Table 1.

ENROLLMENT IN DIFFERENT CLASSES OF SCHOOLS

Enrollment	Elementary Schools			Villages of Third Class Districts		Cities of First and Second Class Districts	
	One-Teacher		Two Teacher	Elementary	High School	Elementary	High School
	Number	Per Cent					
1	2	.08					
2	16	.61					
3	43	1.64					
4	69	2.63					
5	106	4.04			4		
6 to 10	778	29.66	1	2	19	1	
11 to 20	1,224	46.66	22	10	40	13	
21 to 40	378	14.41	50	46	32	15	4
More than 40	7	.27	48	135	36	144	73
Total	2,623	100.00	121	193	131	173	77

Enrollment by Grades

Comparing the per cent of children in each grade with the per cent of children in corresponding grades in 1919-20 it is found that a smaller per cent of children were this past year found in the fifth, sixth and seventh grades than two years ago and a larger per cent found in all the high school grades than during the last biennium. Though the latter is a matter of congratulation it is a matter of concern if even a larger number of children are dropping out of school in the intermediate and upper grades than in the past. It will be seen from the table above that 1,652 fewer children were found in the fifth grade than in the fourth, and from then on there is a steady decrease in the number of children enrolled in each grade.

The 120,998 children enrolled in the public schools of Montana are distributed by grades as follows:

Table 2.

PUPILS ENROLLED IN EACH GRADE IN THE PUBLIC SCHOOLS OF MONTANA (Survey 1921-22)

Grades	Boys		Girls		Total	
	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total
Kindergarten	479	.8	500	.8	979	.8
1	9,678	16	8,674	14.3	18,352	15.2
2	6,939	11.4	6,421	10.7	13,360	11
3	6,714	11	6,356	10.6	13,070	10.8
4	6,798	11.2	6,543	10.9	13,341	11
5	5,865	9.6	5,824	9.7	11,689	9.7
6	5,808	9.5	5,469	9.1	11,277	9.3
7	4,693	7.7	4,825	8	9,518	7.9
8	5,183	8.5	5,146	8.5	10,329	8.5
1 H. S.	3,614	6	3,797	6.3	7,411	6.1
2 H. S.	2,282	3.8	2,863	4.8	5,145	4.3
3 H. S.	1,430	2.4	1,996	3.3	3,426	2.8
4 H. S.	994	1.6	1,538	2.5	2,532	2.1
Special	282	.5	287	.5	569	.5
Total	60,759	100	60,239	100	120,998	100

Owing to the large number of children particularly in rural schools who find it necessary to repeat the eighth grade before being able to enter high school, the enrollment of the eighth grade is larger than that of the seventh grade.

Dramatic Exercises—Geraldine

Primary Class—Geraldine

Statistical Report of the School Districts in Montana for the Year Ending June 30, 1920 — PART II

County	No. of 8th Grade Graduates	No. of Pupils in High School Classes: Boys	Girls	Total	No. Teaching Positions (No. of Teachers Required to Fill Positions at the Same Time): Men Elementary	Men High School	Women Kindergarten	Women Elementary	Women High School
Beaverhead	18	94	110	204	3	4	1	65	10
Big Horn	61	44	[illegible]	[illegible]	4	[illegible]		49	8
Blaine	72	79	[illegible]	191	11	6		92	10
Broadwater	[illegible]	20	[illegible]	75	1	3		41	5
Carbon	147	149	257	406	11	9		111	11
Carter	42	13	[illegible]	21	2	2		71	1
Cascade	496	485	688	1 173	1	[illegible]	[illegible]	277	49
Chouteau	109	[illegible]	180	267	1	[illegible]		166	9
Custer	114	[illegible]	143	317	6	[illegible]		99	12
Dawson	[illegible]	65	[illegible]	213	[illegible]	[illegible]		118	9
Deer Lodge	126	196	[illegible]	401	4	[illegible]		59	15
Fallon	29	42	53	85		[illegible]		81	16
Fergus	339	632	602	1 124	24	[illegible]		313	19
Flathead	[illegible]	610	606	1 016	12	[illegible]		141	31
Gallatin	[illegible]	276	[illegible]	863	11	[illegible]		126	30
Garfield	63	19	[illegible]	44	8	[illegible]		58	3
Glacier	12	17	25	62	3	[illegible]		31	3
Granite	61	53	64	117	3	[illegible]		26	5
Hill	134	92	166	278	[illegible]	8		189	14
Jefferson	30	88	53	169	[illegible]	8		49	8
Lewis & Clark	197	191	[illegible]	462	4	7	1	126	18
Liberty	62	18	28	46		[illegible]		60	2
Lincoln	111	97	124	221	2	[illegible]		61	11
McCone	33	18	24	37	[illegible]	[illegible]		69	3
Madison	[illegible]	79	108	187	[illegible]	[illegible]		36	11
Meagher	1	[illegible]	17	39	[illegible]	3		31	2
Mineral	[illegible]	37	44	1		[illegible]	1	20	7
Missoula	[illegible]	382	473	855	14	[illegible]		149	33
Musselshell	152	69	166	253	[illegible]	9		132	17
Park	110	145	[illegible]	382	[illegible]	11		108	10
Phillips	[illegible]	53	111	164		[illegible]		127	6
Pondera	[illegible]	59	119	176	6	4	1	69	10
Powder River	[illegible]		[illegible]		11			51	
Powell	[illegible]	66	[illegible]	164	[illegible]	2	1	58	
Prairie	[illegible]	[illegible]	42	73	1	3		55	4
Ravalli	[illegible]	[illegible]	257	455		8		77	16
Richland	76	117	146	262		8		124	11
Roosevelt	[illegible]	127	141	268	9	8		73	16
Rosebud	54	78	105	[illegible]	[illegible]	6		82	12
Sanders	145	65	71	136	4	8	1	66	11
Sheridan	70	[illegible]	118	186	10	5		132	9
Silver Bow	526	563	[illegible]	1 274	[illegible]	8	11	251	23
Stillwater	96	67	[illegible]	168	12	6		92	8
Sweet Grass	[illegible]	62	[illegible]	113	2	[illegible]	1	66	4
Teton	[illegible]	61	91	152	12			75	
Toole	[illegible]	16	19	35	4	8		62	3
Treasure	[illegible]	14	[illegible]	56				31	1
Valley	11	63	108	171	16	7		105	9
Wheatland	[illegible]	63	101	164	4	6	1	53	10
Wibaux	[illegible]	45	42	87		2		66	6
Yellowstone	[illegible]	333	487	920	15	11	6	328	36
TOTAL	[illegible] 760	6 097	8,420	14 [illegible]	[illegible]	236	61	4 914	574

County	No. of Different Individuals Employed as Teachers During the Year: Men Elementary	Men High School	Women Kindergarten	Women Elementary	Women High School	No. Teachers Who Are Graduates of Normal Course, 2 Years in Advance of 4 Years High School	No. of College Graduates	Salary of Supt. (Principal if 3rd Class)	Salary of High School Principal	Average Salary of Teachers per Month: Men	Women	No. of Text Books Owned by District
Beaverhead	3	4	1	65	12	40	56	$ 3,900	$ 2,750	$151	$115	11,724
Big Horn	3	5		59	6	9	5	6,550	1,900	109	97	[illegible]
Blaine	18	6		134	11	6	2	7,316	1,626	121	92	11,605
Broadwater	3	3		42	5	7	9	3,300	2,400	86	99	4,469
Carbon	10	[illegible]		143	15	34	23	11,682	5,940	163	104	36,231
Carter	1	2		83	2	3	1		1,800	107	97	9,310
Cascade	16	20	6	326	56	146	62	2,468	4,274	143	136	[illegible]
Chouteau	24	5		175	10	27	12	5,000	4,200	109	100	[illegible]
Custer	6	10		103	12	61	21	4,550	2,760	109	97	35,015
Dawson	4	8		124	11	28	14	4,500	3,300	120	89	11,573
Deer Lodge	4	4		65	17	36	23	4,008	3,400	138	111	21,837
Fallon	4	3		78	[illegible]	17	13	2,400	[illegible]		90	31,605
Fergus	24	18		417	16	70	24	31,105	4,770	110	93	144,467
Flathead	6	16		153	43	61	42	14,514	3,695	130	95	[illegible]
Gallatin	12	10		140	41	65	24	1,702	3,000	127	102	[illegible]
Garfield	13	2		107		26	11	2,000	1,660	[illegible]	90	11,356
Glacier	7	2		47	4	10	6	3,500	1,350	159	104	4,038
Granite	3	6		41	5	12	12	3,658	2,100	147	99	6,630
Hill	16	9		182	11	50	13	1,694	2,100	117	93	14,634
Jefferson	2	3		60	8	13	8	3,825	3,680	140	104	6,237
Lewis & Clark	3	7	4	136	18	57	40	14,202	3,300	161	104	23,926
Liberty	3	3	3	76	3	13	5	4,700	1,250	93	97	6,354
Lincoln	9	7	2	67	15	33	8	7,740	3,850	133	121	5,161
McCone	8	3		56	2	10	8	3,210		103	92	[illegible]
Madison	2	7		93	11	24	13	12,067		125	94	15,423
Meagher	2	2		32	3	16	7	2,050	2,000	135	100	4,615
Mineral	1	6	1	21	6	13	14	4,400		179	107	5,745
Missoula	14	12		167	36	103	54	199	199	145	93	135,465
Musselshell	5	10		179		44	17	2,580	12,445	136	95	14,063
Park	2	3		139	6	47	6	8,580	3,000	147	92	13,488
Phillips	11	6		116	[illegible]	30	6	6,300		90	88	21,357
Pondera	8	6	1	67	11	37	12	6,125	2,000	121	102	6,076
Powder River	10			56		6	9			96	93	10,652
Powell	2	2	1	64		32	4	2,200	2,100	173	100	6,773
Prairie	6	6		68	4	2	7	2,700	2,275	93	94	5,974
Ravalli	3	11		85	16	25	25	12,375	4,700	118	93	21,962
Richland	18	9		165	11	32	11	7,370	3,800	110	90	21,126
Roosevelt	12	12		78	15	39	14	13,120	4,250	136	100	23,478
Rosebud	8	6		92	14	17	16	7,980	3,600	127	92	14,048
Sanders	5	8	1	59	14	26	18	10,232		143	96	20,703
Sheridan	13	8		199	14	29	19	15,076	1,295	100	98	26,782
Silver Bow	12	19	11	267	34	240	65	11,630	4,900	200	101	979
Stillwater	12	10		106	9	17	17	6,476	2,947	100	97	5,670
Sweet Grass	7	4	1	69	6	7	10	2,400	3,000	110	97	7,169
Teton	13			96		18		2,000	1,692	97	99	8,742
Toole	7	3		61	4	32	4	1,170	2,206	119	100	10,816
Treasure	2	2		44	1	3	7	2,960	2,930		90	6,201
Valley	16	8		129	10	18	13	9,752	1,500	101	91	24,921
Wheatland	4	7	1	63	10	21	17	2,240	1,680	114	101	11,921
Wibaux	2	2		64	8	8	6	3,625	2,600	103	93	9,866
Yellowstone	16	31	6	244	35	92	47	2,758	1,635	102	95	59,908
TOTAL	437	336	41	6,762	619	1 679	880			$117	$111	1 097 [illegible]

County	District Libraries: No. of Volumes in District Library	Value of Library	No. of Schools: Kindergarten	Elementary	High School	No. of School Houses: Log	Frame	Stone	Brick	Total	No. of Consolidated Schools	No. of Consolidated Schools Established This Year
Beaverhead	16,947	12,205	1	46	3	16	25		6	46		
Big Horn	6,673	5,760		45	3	12	28		5	45	1	1
Blaine	9,216	8,057		106	15	3	83		3	94		
Broadwater	4,413	3,818		32	[illegible]	7	19	1	3	30		
Carbon	10,769	10,458		69	[illegible]		61	1	11	73		2
Carter	5,617	5,605		71		19	51	1		71		
Cascade	41,050	24,526	5	134	5	3	116	3	16	146	3	
Chouteau	14,224	9,605		154	4	2	143		3	149		
Custer	10,741	10,814		60	2	9	46		6	61	2	
Dawson	11,922	8,976		97	1		94		1	95		
Deer Lodge	4,805	4,834		19	1	2	10	1	7	20	1	
Fallon	8,167	3,274		71	2		66		4	70		
Fergus	30,312	1,917		263	12	32	218	5	8	264	10	1
Flathead	23,735	22,809		81	4	4	71	2	9	85	1	
Gallatin	19,822	15,276		66	1	8	67	2	9	84	1	
Garfield	3,991	2,283		93	2	30	64	1		93		
Glacier	3,589	3,414		21	2	1	11		1	13		
Granite	5,886	4,612		24	1	3	18		4	25		
Hill	31,024	10,851		96	2	2	102		5	109	2	
Jefferson	9,461	3,221		39	1	4	28	6	6	40		
Lewis & Clark	16,377	12,[illegible]	7	61	3	6	38	11	10	63	1	
Liberty	3,649	[illegible]		46	3		47		1	44	2	
Lincoln	9,207	6,213	1	37	3	9	29	1	6	44		
McCone	6,006	3,626		70	2	4	60	2	3	69		
Madison	19,226	16,176		60	8	18	33	1	11	60	3	1
Meagher	9,027	7,914		21	2	6	16		2	24		
Mineral	4,033	4,061	1	10	3		9		4	13	3	
Missoula	9,004	7,667		63	10	3	37		16	56	7	
Musselshell	14,177	12,000		120		26	87	2	5	[illegible]		
Park	15,417	11,452		69	1	7	65	4	5	70	1	
Phillips	6,826	5,167		107	2	1	93	3	2	97	1	1
Pondera	7,924	6,107	1	60	3		50	1	8	55	1	
Powder River	4,189	4,046		62		28	34			65		
Powell	4,043	3,401	1	31		6	31		4	61		
Prairie	6,502	[illegible]		59	2		60		2	62		
Ravalli	9,326	4,660		33	6	2	20	1	16	38	8	
Richland	12,403	9,142		101	3		102		3	105	7	
Roosevelt	7,204	6,834		100	6		58		2	63		
Rosebud	10,919	7,700		67	5	8	78		6	79		
Sanders	5,617	7,073	1	41	7	4	36		7	42	2	2
Sheridan	11,716	9,535		123	4		137			127	3	
Silver Bow	8,660	10,340	15	40	2	2	20		17	39		
Stillwater	6,976	7,737		52	6	3	74		8	65		
Sweet Grass	9,271	8,428	1	[illegible]	2	4	48		3	56		
Teton	7,995	[illegible]		[illegible]	6	1	61	2	1	65		
Toole	7,710	8,371		[illegible]	2		61	1	1	63		
Treasure	7,172	7,946		25	2	6	19		1	25	2	
Valley	6,936	6,049		104	4	6	96		5	106	1	
Wheatland	10,138	7,739	1	42	4	4	32	2	6	42		
Wibaux	8,377	6,024		51	2		31		2	53		
Yellowstone	11,562	7,112		115	6	9	90	2	14	115	9	
TOTAL	523,39[illegible]	393,410	47	[illegible]	178	114	2,955	77	273	3,610	69	6

County	No. School Houses Used Exclusively for High School Work	No. of One-Room School Houses	New School Houses Built During Year	Value of School Houses Including Sites	Value of Equipment	School Bonds Outstanding	Other Forms of Debt	Total Amount in Sinking Fund	Transfers to Other Districts	No. of Visits by Co. Supt.
Beaverhead	2	41	4	$ 372,276.00	$ 53,800.00	$ [illegible]	$ 4,950.91	$ 73,450.0[illegible]	$ 119.00	[illegible]
Big Horn	1	40	2	343,300.00	[illegible]	[illegible]		[illegible]		40
Blaine		8	9	246,960.[illegible]	20,550.[illegible]	[illegible]	14,429.37	[illegible]	[illegible]	[illegible]
Broadwater	1	[illegible]		150,050.[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Carbon	1	5	8	871,675.0[illegible]	67,850.[illegible]	[illegible]	[illegible]	[illegible]	14[illegible]	129
Carter		70	11	63,390.60	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cascade	[illegible]	111	8	[illegible]	103,034.0[illegible]	[illegible]		[illegible]	[illegible]	[illegible]
Chouteau	1	141	19	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Custer	1	50	1	[illegible]	12,025.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dawson	1	91		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Deer Lodge	1	13		[illegible]	67,900.00	[illegible]		[illegible]		[illegible]
Fallon		59	3	160,020.00	14,045.00	[illegible]	[illegible]	[illegible]		[illegible]
Fergus		231	6	536,490.[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Flathead	1	44	6	649,117.[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gallatin		69		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
Garfield	2	94	6	85,815.00	[illegible]	[illegible]	[illegible]	[illegible]	6,720	[illegible]
Glacier		19	1	163,050.00	33,027.6[illegible]	[illegible]	[illegible]	13,934.56	[illegible]	[illegible]
Granite	1	19	1	168,020.00	19,910.00			[illegible]	21.00	[illegible]
Hill		95	5	611,993.[illegible]	[illegible]	[illegible]		[illegible]		[illegible]
Jefferson		32		100,710.00	17,600.[illegible]	[illegible]		[illegible]	[illegible]	[illegible]
Lewis & Clark	2	45	12	832,760.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liberty		42		96,150.00	14,425.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lincoln	2	37	1	[illegible]	37,650.[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
McCone		67	1	[illegible]	20,063.58	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Madison		[illegible]		[illegible]	10,701.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Meagher		[illegible]		67,171.20	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mineral		[illegible]		208,725.00	3,900.00	[illegible]		[illegible]	634.[illegible]	9
Missoula	[illegible]	[illegible]	3	537,963.2[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		63
Musselshell	1	[illegible]	3	[illegible]	63,364.69	[illegible]	[illegible]	[illegible]		[illegible]
Park	1	65	2	469,691.00	61,355.00	[illegible]	691.[illegible]	[illegible]	[illegible]	[illegible]
Phillips		[illegible]	7	[illegible]	26,006.0[illegible]	[illegible]			[illegible]	[illegible]
Pondera	1	49	3	90,600.0[illegible]	33,550.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Powder River		61	4	71,400.00	17,900.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Powell		14	7	225,100.00	[illegible]		[illegible]		[illegible]	
Prairie		[illegible]		129,116.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
Ravalli		16	2	237,700.00	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Richland	1	95	9	[illegible]	41,069.62	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Roosevelt		52	6	454,950.00	54,300.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rosebud		41		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Sanders		11	4	[illegible]	30,060.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sheridan		109	4	265,749.00	106,195.00	[illegible]	[illegible]	[illegible]	[illegible]	
Silver Bow	[illegible]	18	1	1,504,956.59	[illegible]	[illegible]		[illegible]		[illegible]
Stillwater		76	18	345,910.26	49,607.79	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sweet Grass		51	9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
Teton		67	10	252,163.33	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Toole		[illegible]	3	193,120.80	30,075.00	[illegible]		[illegible]		[illegible]
Treasure		21	2	66,700.00	9,615.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Valley	1	[illegible]	2	[illegible]	33,194.[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Wheatland		10	6	[illegible]	34,400.00	[illegible]	[illegible]	[illegible]		[illegible]
Wibaux		67	2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	406.[illegible]	[illegible]
Yellowstone		71	4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	900.91	[illegible]
TOTAL	[illegible]	3,079	199	$[illegible],659,793.62	$[illegible]111,419.29	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

ENROLLMENT OF PUPILS
(Day Schools, 1919-20)

	Boys	Girls	Total
Kindergarten	964	987	1,951
First Grade	10,827	9,608	20,435
Second Grade	7,556	6,710	14,266
Third Grade	6,852	6,450	13,302
Fourth Grade	7,027	6,650	13,677
Fifth Grade	6,016	5,966	11,982
Sixth Grade	6,088	5,796	11,884
Seventh Grade	4,934	4,970	9,904
Eighth Grade	4,826	5,019	9,945
Total Elementary Grades	54,126	51,169	105,295
Ninth Grade	2,643	3,254	5,897
Tenth Grade	1,464	1,993	3,457
Eleventh Grade	1,021	1,519	2,540
Twelfth Grade	664	1,019	1,683
Total High School Grades*	5,792	7,785	13,577
First to Twelfth Grades	59,918	58,954	118,872
Post Graduate (Elementary	15	69	84
Special and Ungraded	154	164	318
Total (All classes)	61,051	60,174	121,225

*Data for High Schools of Jefferson County not available.

NOTE—The total enrollment for the year was 126,238. 5,013 pupils were not accounted for by the county superintendents in this distribution table.

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COU	TOTAL
	114,186.87
Beaverhe	84,721.78
Big Hor	94,355.72
Blaine	50,740.14
Broadwat	182,850.53
Carbon	54,908.03
Carter	522,931.39
Cascade	189,475.39
Chouteau	153,256.49
Custer	130,435.98
Dawson	133,638.14
Deer L	74,638.16
Fallon	459,207.18
Fergus	243,334.19
Flathead	227,235.12
Gallatin	69,090.46
Garfield	48,035.71
Glacier	55,413.39
Granite	184,458.79
Hill	69,037.70
Jefferso	243,758.25
Lewis a	45,388.08
Liberty	108,149.98
Lincoln	67,979.06
McCone	97,377.31
Madison	41,542.87
Meagher	49,936.14
Mineral	307,752.67
Missoula	200,693.63
Mussels	140,108.71
Park	95,749.90
Phillips	95,074.24
Pondera	47,906.36
Powder	79,705.96
Powell	63,584.68
Prairie	19,141.62
Ravalli	28,592.96
Richlan	25,399.20
Roosevel	13,516.03
Rosebu	92,549.55
Sanders	71,249.22
Sherida	77,697.51
Silver	18,042.04
Stillwat	74,434.01
Sweet	91,479.09
Teton	70,047.13
Toole	37,126.07
Treasu	31,410.34
Valley	92,346.74
Wheatl	56,888.34
Wibaul	46,560.77
Yellows	73,139.62
Tot	

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Financial Report of the School Districts in Montana for the Year Ending June 30, 1920—DISBURSEMENTS PART II (a)

COUNTY	School Boards and Business Offices	Superintendents and Their Offices (Principals if 3rd Class)	Compulsory Attendance and School Census	Annual Salaries and Expenses of Supervisors of Instruction			Annual Salaries and Expenses of Supervising principals		Annual Salaries of Teachers (Not Including Superintendents and Principals)					Text Books (Not Library Booka)			Stationery, Supplies, etc.			TOTAL
				Kindergarten	Elementary	High School	Elementary	High School	Kindergarten	Elementary Men	Elementary Women	High School Men	High School Women	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	
Beaverhead	$ 1,778.21	$ 6,519.23	$ 244.00	$	$	$			160.00	5,385.00	$ 72,559.45	$ 3,080.93	$ 13,038.68	$	$ 3,315.48	$ 745.68	$	$ 5,788.59	$ 1,571.62	$ 114,186.87
Big Horn	1,227.89	6,412.44	158.00		400.00	545.00	1,125.00	1,900.00		2,832.50	44,216.68	2,498.96	7,552.71		5,828.02	3,403.53		6,327.04	2,294.01	84,721.78
Blaine	1,417.65	324.17	549.65			4,088.68	2,637.62	2,257.92		8,097.91	53,291.13	4,271.36	7,369.47		2,848.48	888.14		4,013.74	2,300.00	94,355.72
Broadwater	708.42	5,761.34	124.24							954.91	30,708.65	3,182.00	6,166.90		1,286.07	343.10		645.58	858.93	50,740.14
Carbon	3,823.49	2,516.25	220.70				10,791.22	9,300.00		4,251.91	101,288.11	8,675.71	17,416.90		9,619.84	1,040.90		12,407.93	1,497.57	182,850.53
Carter	736.42		109.85					1,852.00		4,039.50	40,690.90	1,218.50	731.00		3,667.40	358.38		1,438.84	65.24	54,908.03
Cascade	11,288.15	19,761.77	3,068.25		7,566.88	5,393.12	2,650.00	1,622.45		13,167.50	344,763.66	20,176.16	65,709.14		9,257.28	2,818.56		10,809.63	4,878.84	522,931.39
Chouteau	3,520.65	10,479.48	568.75					2,790.00		5,545.73	137,593.85	5,560.00	7,270.00		5,540.98	466.58		8,971.35	1,168.02	189,475.39
Custer	4,342.39	5,940.00	506.30		4,225.00		6,603.75			6,653.08	87,621.84	6,776.52	13,818.15		7,763.31	899.77		3,923.76	4,182.62	153,256.49
Dawson	2,620.02	6,423.98	351.80		4,200.00			1,500.00		3,369.00	83,593.27	7,389.40	10,089.40		3,752.29	523.25		2,893.83	3,729.74	130,435.98
Deer Lodge	2,674.77	4,007.80	1,419.65		9,047.50	4,523.70		2,069.00		3,722.50	69,908.80	1,627.75	20,768.13		4,700.05	1,076.53		6,049.96	1,421.00	133,638.14
Fallon	1,060.47	5,891.83	152.18							1,326.75	52,347.17	3,608.50	4,826.25		3,415.56	385.74		1,262.34	361.37	74,638.16
Fergus	8,373.15		630.06				3,918.89	18,697.30		16,303.66	283,569.81	38,279.84	48,314.51		11,879.86	3,620.14		15,072.73	10,647.25	459,207.18
Flathead	4,066.11	12,707.71	566.40		1,920.64	1,5553.76		4,405.00		6,991.21	133,665.92	14,101.45	41,804.57		7,315.74	2,131.45		9,965.05	2,239.18	243,334.19
Gallatin	5,193.69	9,127.03	473.70		6,049.00		3,684.33	6,016.00		10,759.80	128,279.47	7,753.49	35,005.80		7,314.62	987.23		6,884.90	706.06	227,235.12
Garfield	2,529.35	1,907.00	83.10							5,811.25	48,918.45	714.00	2,245.25		3,443.01	160.58		2,847.43	431.04	69,090.46
Glacier	2,176.20	4,131.02	33.80							148.00	31,414.45	680.00	3,839.10		2,009.75	4.35		1,170.22	1,828.73	48,035.71
Granite	1,141.69	3,938.92	87.60					2,100.00		2,845.33	29,668.14	4,900.00	6,713.41		969.95	380.25		1,126.23	1,541.87	55,413.39
Hill	2,928.42	12,840.00			1,500.00					4,702.53	119,320.03	6,433.00	13,681.72		4,868.77	2,441.63		11,694.90	4,047.79	184,458.79
Jefferson	1,463.00	4,291.04	145.60				3,079.93			2,716.00	36,096.65	9,040.44	3,735.33		1,866.60	436.30		1,777.10	4,399.71	69,037.70
Lewis and Clark	5,529.48	12,247.79	1,641.00	1,250.00	7,090.00	5,560.00			9,766.09	10,620.00	115,946.18	7,080.00	48,394.83		5,084.34	126.21	821.95	8,403.64	4,196.74	243,758.25
Liberty	1,105.50	1,800.00	96.60					3,780.10		420.00	30,028.68	895.05	3,348.78		1,243.56	402.57		1,565.20	702.04	45,388.08
Lincoln	2,615.23	8,004.52	263.80		2,450.00				1,400.00	7,309.15	58,339.95	5,384.53	13,738.98		2,334.76	300.55	187.00	3,106.78	2,814.73	108,149.98
McCone	3,356.58	3,218.70	22.30							4,175.97	47,807.66		2,475.00		2,634.15	76.36		3,827.84	384.50	67,979.06
Madison	2,163.94	11,576.67	283.20							633.60	66,538.08		10,461.55	6.12	3,735.62	421.79		1,312.36	244.38	97,377.31
Meagher	696.35	3,503.38	35.70					1,672.54		1,142.00	27,421.74		2,706.80		1,413.81	222.56		2,063.26	664.73	41,542.87
Mineral	2,109.00	8,614.90	41.70								26,652.30	4,640.00	4,328.50		1,447.65			2,202.19		49,936.14
Missoula	8,639.67	13,792.06	747.38		12,085.06		15,098.71	12,182.00		4,430.25	163,720.07	10,627.40	38,032.35		8,834.81	2,433.21		10,252.34	6,877.46	307,752.67
Musselshell	3,861.21	8,970.07	249.90		1,296.00	1,282.26	2,427.00	7,435.92	2,388.03	7,358.30	126,582.25	3,250.22	18,958.09	120.91	5,458.60	533.76	49.39	7,788.64	2,683.29	200,693.63
Park	1,684.15	6,259.25	523.40		3,884.00	292.50	5,431.00	3,000.00		200.00	82,700.86	5,850.00	20,317.49		3,720.87	837.66		3,823.74	1,583.90	140,108.71
Phillips	1,875.94	6,451.64	97.89		751.88					3,148.61	68,661.94	1,209.89	7,011.42		3,546.40	621.10		2,166.45	306.74	95,749.90
Pondera	2,164.01		194.90	522.38	1,070.00	1,070.00	1,935.50	1,315.00	1,100.00	6,271.00	50,913.22	2,895.00	16,151.72	50.00	2,238.60	998.01	300.01	3,479.52	2,405.42	95,074.24
Powder River	1,116.51		355.10							3,675.00	37,234.36				3,062.90			2,462.49		47,906.36
Powell	1,998.40	5,605.00	129.00		4,460.00					1,800.00	48,122.62	2,000.00	10,113.83		2,215.65			3,261.46		79,705.96
Prairie	1,141.79	3,951.75	216.55			2,250.00	1,125.00			5,737.00	40,556.15	1,161.00	3,074.75		2,126.40	200.84		1,822.62	220.93	63,584.68
Ravalli	1,564.55	12,341.09	398.69					1,588.00		1,662.00	66,204.03	7,275.00	17,548.47		3,794.18	1,097.92		3,969.01	1,698.68	119,141.62
Richland	2,417.18	7,260.94	333.06		1,249.00	1,200.00				3,443.82	85,936.14	8,246.00	10,351.30		4,184.36	446.36		2,981.24	543.56	128,592.96
Roosevelt	2,360.68	13,206.97	36.00					4,350.00		3,355.00	72,766.88	2,831.00	11,651.00		6,487.94	2,879.65		3,817.50	1,656.58	125,399.20
Rosebud	2,906.06	9,008.44	102.20			1,600.00				6,337.30	72 960.23	1,882.04	9,282.83		4,802.66	621.85		3,712.42	400.00	113,516.03
Sanders	1,758.55	12,761.81	63.90		1,780.00	970.00			1,150.00	4,248.25	44,622.26	711.84	15,960.46	176.03	3,207.45	880.94	373.82	2,854.21	1,130.03	92,549.55
Sheridan	4,934.67	17,652.29	264.20					1,770.00		2,313.76	113,027.98	1,080.00	12,969.55		7 033.62	1,916.64		6,662.38	1,725.24	171,249.22
Silver Bow	20,833.33	27,242.60	25,531.97		18,194.70		34,494.25	5,407.60	14,498.70	11,532.05	358,684.63	36,219.12	64,729.15		13,731.14	2,807.04	1,116.24	17,477.32	6,197.67	677,697.61
Stillwater	2,956.46	10,849.87	229.42							6,372.60	76,305.48	2,587.08	8,721.95		4,449.20	894.46		3,622.82	1,052.70	118,042.04
Sweet Grass	1,116.96	6,156.80	56.20						1,225.00	3,485.00	47,864.89	6,004.49	4,452.62		2,020.76	281.03		1,842.81	1,927.45	74,434.01
Teton	2,395.70	7,826.52	279.12					2,940.99		6,275.76	69,086.01		6,419.32		3,242.83	239.79		2,250.70	522.36	91,479.09
Toole	2,215.14	4,705.00	222.10							2,274.80	48,147.64	2,342.50	3,572.61		2,123.63	314.67		2,929.94	1,198.90	70,047.13
Treasure	614.12	2,100.00	60.40					990.00		1,479.71	22,208.94	3,300.00	4,050.00		1,242.47	285.16		795.27		37,126.07
Valley	2,676.88	8,274.63	714.38							8,865.95	72,907.17	1,967.35	19,134.10		5,574.45	1,832.72		7,940.07	1,620.64	131,410.34
Wheatland	1,295.46	9,411.54	175.20		1,620.00		74.74		1,200.00	3,614.00	50,583.75	4,941.00	11,897.25		2,139.68	934.09		3,220.54	1,239.49	92,346.74
Wibaux	1,068.21		90.20				700.00	3,192.48		1,421.25	36,836.42	1,600.00	7,761.42		1,866.84	100.00		1,490.40	766.12	56,888.34
Yellowstone	6,783.04	19,528.00	1,403.70		6,877.00	2,401.00	23,500.00	7,054.60	6,500.00	9,206.65	180,050.36	9,961.34	39,348.65	150.00	10,166.02	3,306.57	450.00	13,070.05	6,795.89	346,660.77
Totals	$ 160,921.69	$ 383,303.24	$ 44,352.79	$ 1,772.38	$ 97,716.66	$ 32,735.01	$ 119,276.84	$ 110,709.80	$ 39,387.82	$ 242,432.82	$ 4,358,735.50	$ 283,809.86	$ 767,061.28	$ 503.06	$ 225,818.10	$ 47,924.49	$ 3,298.41	$ 251,754.16	$ 101,630.76	$ 7,273,139.62

Financial Report of the School Districts in Montana for the Year Ending June 30, 1920—DISBURSEMENTS PART II (b)

COUNTY	OPERATION OF PLANT						MAINTENANCE OF SCHOOL PLANT			AUXILIARY AGENCIES									TOTAL
	Wages of Janitors, Engineers, etc.			Fuel, Water, Lights, Janitors' Supplies			Repairs, Replacement, Upkeep Charges			Libraries			Promotion of Health			Transportation of Pupils			
	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	
Beaverhead		$ 5,597.47	$ 1,851.80		$ 6,625.63	$ 1,901.64		$ 8,074.95	$ 2,533.54		$ 1,348.44	$ 162.46		$ 1,076.00			$ 3,059.00		$ 32,230.93
Big Horn		5,401.82	700.70		5,554.47	1,654.65		8,000.91	2,497.15		673.86	140.86	98.00	2,637.10	420.00		1,275.68		29,286.22
Blaine		4,606.56			6,172.81	2,000.00		3,963.34	700.00		964.68			1,275.68			836.05		19,713.37
Broadwater		2,097.83	1,604.00		4,120.38	1,823.40		2,733.60	514.97		366.45	75.05	435.00	30.00			122.34		14,626.63
Carbon		12,324.64	1,902.59		9,594.90	1,202.13		7,618.90	1,382.88		6,453.80	2,704.88					897.14		43,307.06
Carter		1,169.00			4,337.92			2,455.66			1,250.61						23,127.64	4,376.30	10,640.33
Cascade		28,535.92	11,737.94		34,063.98	11,012.76		20,273.71	2,765.41		3,601.77	706.82		2,658.50	151.25		1,652.00		142,912.00
Chouteau		6,975.37	177.20		18,212.12	100.00		9,861.47	32.50		3,116.34			1,035.00			6,798.83		46,308.73
Custer		11,003.64	2,296.40		13,861.78	2,630.97		4,779.79	327.51		1,404.98	306.65		1,567.50			2,747.20		39,730.88
Dawson		4,674.11	3,043.67		12,466.92	2,737.26		7,494.26	2,071.77		881.86	358.19		3.00			1,781.74	173.00	36,621.24
Deer Lodge		14,933.90	3,623.58		7,246.23	1,592.60		7,312.54	1,885.00		330.68						2,792.65		38,710.27
Fallon		2,308.37	1,048.00		5,755.55	471.00		3,307.69	556.41		1,499.67	179.50		168.00			22,130.96		18,026.64
Fergus		12,400.13	7,482.92		23,342.67	6,774.46		20,738.69	7,324.21		5,882.81	1,194.62		159.39	95.20		4,926.87	1,308.15	106,997.87
Flathead		11,320.81	4,992.50		14,801.51	6,434.01		8,726.85	5,851.46		2,253.62	981.98		2,075.29			6,294.40	884.00	61,851.35
Gallatin		11,425.02	1,640.00		18,397.46	3,110.97		8,931.31	732.65		2,814.28	196.86					3,037.51	1,407.60	56,272.31
Garfield		1,307.71	75.00		3,695.48	63.00		3,403.54	1,170.74		776.00						1,982.50		14,936.59
Glacier		2,951.50	1,115.27		4,000.88	2,113.74		3,124.25	1,942.49		613.13			540.50					18,354.28
Granite		3,106.00	1,570.00		3,060.20	1,091.55		3,236.21	456.65		628.52						7,664.97	564.87	12,950.02
Hill		11,759.79	4,610.60		9,730.69	2,651.54		9,643.54	790.48		1,289.16	90.00		45.80			1,513.94		48,851.44
Jefferson		3,812.34	1,764.98		4,540.33	2,163.17		3,415.61	327.64		836.10	11.40					2,550.35		18,491.56
Lewis and Clark	1,636.18	14,482.16	7,195.22	1,431.27	14,235.50	6,971.94	1,422.03	12,487.18	6,320.16	10.00	1,558.72	416.22	236.00	1,300.30	800.00		6,851.30		75,950.23
Liberty		1,259.76	336.00		2,977.77	583.03		1,573.30	470.69		374.41	44.12		121.89			1,513.94		13,892.27
Lincoln		5,447.14	2,742.35		5,814.97	3,322.82		3,801.49	304.98		1,397.70	270.78	350.00	626.50			5,088.46	654.48	29,731.67
McCone		933.00	528.00		3,073.11	304.55		3,871.30	240.07		1,050.63	222.41		32.25	3,721.87		1,194.02	82.10	14,262.31
Madison		6,140.88	961.24		6,027.75	785.67		5,260.59	764.64		2,152.23						889.25	174.75	23,177.04
Meagher		1,769.67	793.22		3,538.35	1,244.06		2,303.19	272.47		1,207.83	191.93							11,320.62
Mineral		4,223.55			3,894.76			1,058.77			775.80			24.40			6,669.60		18,646.65
Missoula		18,486.66	4,788.98		18,631.04	5,132.82		9,370.37	3,370.60		574.12	702.78	35.00	223.92			26,997.27	7,614.85	95,928.41
Musselshell	393.75	8,809.69	2,949.04	245.07	12,032.30	1,429.44	265.39	7,851.38	780.89		1,957.28	348.79	600.00	751.62	36.00		5,736.81	382.50	44,869.95
Park		7,606.24	3,061.92		7,537.10	1,391.53		9,655.51	291.30		1,756.71	159.27		32.51			1,459.08	700.00	35,275.71
Phillips		4,595.34	1,084.90		10,827.91	1,157.80		5,803.38	561.30		1,030.35	70.10		5.00			2,162.09	580.00	27,898.18
Pondera	100.00	3,741.46	1,230.88	200.00	5,380.43	1,753.51	50.00	3,358.00	1,869.45		865.25	840.62		6.00	104.15		6,293.60		25,852.35
Powder River		625.02			5,867.64			2,002.21			1,754.69			1,213.00			593.30		9,455.86
Powell		3,400.31	1,380.00		5,710.88	3,977.88		4,833.06	14,770.00		1,019.11	375.00		1,669.42	500.00			1,239.00	38,874.66
Prairie		1,892.60	756.00		3,727.27	688.58		3,315.77	417.52		863.05	45.00					1,677.66		13,302.75
Ravalli		6,473.58	2,639.43		8,527.21	2,426.54		3,812.97	1,052.71		960.10	265.50		31.25			10,143.22	3,045.05	38,091.64
Richland		4,165.05	2,153.05		9,871.04	2,028.41		6,047.11		196.08	1,699.25						6,853.63	355.57	33,399.19
Roosevelt		5,505.20	2,582.65		10,925.88	4,604.10		12,624.35	5,577.67		772.27			1,315.58			1,966.95		45,874.53
Rosebud		4,818.72	1,661.11		5,972.86	759.44		4,351.48	614.49		965.20	36.05		150.00	50.00		6,792.25	499.86	26,621.46
Sanders	100.00	6,346.10	3,236.65	150.00	6,336.43	2,205.62	100.00	5,697.23	1,861.23	50.00	941.83	484.18					8,476.05	500.00	34,485.32
Sheridan		8,040.68	2,233.36		12,732.30	3,777.52		8,323.84	2,270.06		1,272.08	198.01	13.00	52.00			19,990.91	564.25	59,318.04
Silver Bow		54,126.77	14,200.00		41,092.74	16,424.82		39,666.88	2,000.00		2,676.40	1,000.00		6,937.35			35.00		178,159.96
Stillwater		3,618.67	1,467.86		7,626.18	1,787.20		4,836.73	1,187.40		1,384.13	300.25					647.25		22,755.77
Sweet Grass		1,680.70	1,250.00		4,395.88	1,995.70		4,643.90	1,104.56		849.18	61.30							16,011.12
Teton		4,130.79	1,245.00		7,108.08	1,370.84		5,162.52	1,481.00		1,642.86	18.87		37.20			5,276.90		30,474.25
Toole		3,586.80	763.65		5,215.27	746.51		4,093.30	614.00		752.97	383.08		181.74				5,920.65	32,151.87
Treasure		1,416.32			3,202.33	190.00		2,234.76	100.00		616.03	12.00		35.00			2,614.28	306.00	10,633.12
Valley		4,456.23	2,407.11		9,375.44	3,767.60		6,660.44	6,510.05		570.57	20.54		221.62			7,494.95	649.35	44,123.90
Wheatland		4,126.75			7,448.90			4,545.42	258.00		1,625.77			17.00			1,820.50		19,834.34
Wibaux		1,179.27	480.00		4,696.99	1,069.07		2,083.50	172.42		793.86	60.00					798.00		9,721.11
Yellowstone	1,150.00	29,397.99	7,930.35	1,500.00	22,324.07	8,113.60	600.00	10,860.41	905.37		1,764.45	143.67	50.00	2,062.50	325.00		12,277.42	9,290.36	108,595.19
Total	$ 3,169.93	$ 385,657.84	$ 119,985.30	$ 3,526.34	$ 481,098.658	133,228.86	$ 2,437.42	$ 353,018.17	$ 90,502.78	$ 256.08	$ 71,699.93	$ 14,858.51	$ 286.00	$ 28,438.84	$ 3,151.60	$ 3,757.87	$ 253,471.69	$ 40,566.59	$ 1,989,309.33

Financial Report of the School Districts in Montana for the Year Ending June 30, 1920—DISBURSEMENTS PART II (c)

COUNTY	AUXILIARY AGENCIES — Other Auxiliary Agencies: Kindergarten	Elementary	High School	FIXED CHARGES (Pensions, Rent, Insurance, etc.): Kindergarten	Elementary	High School	CAPITAL OUTLAYS — New Grounds, Buildings, Alterations: Kindergarten	Elementary	High School	New Equipment: Kindergarten	Elementary	High School	LIQUIDATION OF DEBTS — Redemption of Bonds: Payments from Current Funds	Payments from Sinking Funds	Payments by Issue of New Bonds	Transfer to Sinking Funds	Interest Paid on Debts	Refunds	Bal. on Hand at End of School Year	Total Part II (c)	Total Part II (a)	Total Part II (b)	GRAND TOTAL
Beaverhead	$	$ 5,095.53	$ 525.63	$	$ 1,876.10	$ 1,405.47	$	$ 40,802.12	$ 3,533.65	$	$ 2,561.18	$ 2,314.45	$ 600.00	$ 31,500.00	$	$	$ 11,710.25	$ 559.50	$ 66,998.08	$ 169,481.96	$ 114,186.87	$ 32,230.93	$ 315,899.76
Big Horn		1,956.54			3,651.73	1,209.96		4,856.96	80,057.68		6,145.01	1,653.84				6,634.71	9,397.18		48,265.35	163,828.96	84,721.78	29,286.22	277,836.96
Blaine		2,721.19			1,841.09	825.85		16,309.65	33,000.00		2,620.73	2,005.86	6,101.37	5,718.30					59,517.50	130,661.54	94,355.72	19,713.37	244,730.67
Broadwater		169.91	5,582.81		643.35	509.00		1,350.40	51.00		1,121.37	2,178.84		2,000.00			4,713.38	877.68	26,620.86	45,819.10	50,740.14	14,626.63	111,185.87
Carbon		75.74	13,538.96		1,599.07	855.79		16,101.93	3,019.31		4,927.64	897.45	5,219.73	11,173.20	11,500.00	2,352.09	12,120.00	253.09	78,052.45	161,596.45	182,850.53	43,307.06	387,754.04
Carter		755.47			336.05			7,790.34			809.99	315.85		4,000.00			447.00		36,982.55	51,337.34	54,908.03	10,640.33	116,885.70
Cascade		3,855.25	599.61		4,125.12	1,430.91		22,289.04	7,780.19		12,573.48	7,236.38		12,000.00	38,015.34		32,884.80	3,190.45	155,755.18	301,738.75	522,931.39	142,912.00	967,582.14
Chouteau		7,618.80	21,333.34		2,774.88	14.40		37,674.77	644.13		5,802.97	2,198.29	1,060.00	12,492.50		8,639.20	10,014.68	4,753.94	85,549.50	200,570.41	189,475.39	46,308.73	436,354.53
Custer		1,785.21			835.10	461.70		55,000.61			5,614.21	459.44		8,645.00	6,000.00	3,108.67	9,371.82	78.30	56,386.00	147,746.06	153,258.49	39,730.89	340,733.44
Dawson		2,966.56	661.62		1,539.50	55.00		63,471.52	574.12		4,504.80	1,068.30		13,081.11	1,500.00	358.36	2,966.54	39.50	53,594.19	146,951.12	130,435.98	36,651.24	314,038.34
Deer Lodge		916.95	222.39		4,162.96	733.65		2,882.05	616.12		1,319.27	1,031.37		16,600.00			3,492.56		48,652.55	80,629.11	133,638.14	38,710.27	252,977.52
Fallon		2,121.75	1,033.66		2,130.12	118.00		12,692.61			7,196.66	734.31	3,650.00	4,132.68		3,758.30	1,952.20	527.91	41,414.93	80,773.73	74,638.16	18,026.64	173,438.53
Fergus		33,282.88	8,557.94		9,592.32	4,582.08		43,216.17	94,307.67		8,012.60	12,198.12	2,962.12	10,313.83		560.00	22,671.69	234.32	669,297.47	919,798.23	459,207.18	106,997.87	1,485,994.28
Flathead		3,378.56	2,152.62		3,548.69	1,233.88		28,494.54	1,030.42		6,935.10	1,557.70	9,555.32	675.00	1,390.00		6,955.47	23,927.57	37,155.05	127,989.92	243,334.19	61,851.35	433,175.46
Gallatin	201.45	2,161.99	7,238.92		1,891.19	1,382.60		21,793.69			26,306.56	894.29	1,697.00	7,231.00		736.37	7,437.09	24,133.59	186,651.86	289,857.60	227,235.12	56,272.31	573,365.03
Garfield		2,678.35			365.02			12,705.16	66.35		2,087.28	96.25		57.60		577.89	1,054.54	466.04	47,644.30	67,798.79	69,090.46	14,936.59	151,825.84
Glacier		1,506.53			1,068.42	465.71		39,886.99	4,578.75		2,994.37	3,669.92		4,723.25			343.87	1,373.60	45,961.25	106,577.66	48,035.71	18,384.28	172,897.65
Granite		2,845.26	3,007.97		1,484.04			4,350.55			2,792.50	942.33		3,500.00		146.70	228.49		29,944.98	49,242.82	55,413.39	12,960.22	117,616.43
Hill		4,811.92	701.73		326.58			38,218.28	6,918.02		6,304.90	656.47		10,782.35			8,852.13		139,701.43	217,273.81	184,458.79	48,851.44	450,584.04
Jefferson		889.00	9,704.50		1,473.01	300.00	4,112.27		91,554.78		1,291.55	1,047.70	7,228.64	760.36	857.32	232.65	3,194.75	*16,489.68	53,305.02	159,460.87	69,037.70	18,491.56	246,990.13
Lewis and Clark	86.49	1,981.21	670.88	250.23	2,179.36	1,112.16		21,586.41	13,268.32		2,528.34	132.79	1,500.00	9,650.00			17,050.75	35.21	93,283.97	165,316.12	243,758.25	75,950.23	485,024.60
Liberty		87.90			2,999.03			1,977.43			1,068.16		1,300.00	3,492.44			1,314.12		25,581.43	37,822.51	45,388.08	12,892.27	96,102.86
Lincoln		20,890.84	588.47		7,449.77			8,535.77	836.50		4,550.07	1,746.56		6,502.00		110.80	42,805.52	4.26	*10,107.37	83,893.19	108,149.98	29,731.67	221,774.84
McCone		900.41	33.05		508.20			13,032.01			2,842.75	113.00	901.00	3,230.00		1,962.35	3,618.50	105.75	43,852.14	76,189.16	67,979.06	14,262.31	158,430.53
Madison		632.50	1,010.52		1,377.97	167.75		425.00			3,315.62	459.09	293.22	4,806.78			2,552.78	75.45	73,800.72	88,917.40	97,377.31	23,177.04	209,471.75
Meagher		538.29			955.75	997.66		18,201.44	769.03		2,023.23			6,500.00		30.00	1,679.72	2,659.33	47,300.24	81,645.69	41,542.87	11,320.62	134,509.18
Mineral		2,077.67			2,903.35			74,521.38			7,796.81			6,780.00			2,301.17		29,072.40	125,452.78	49,936.14	19,646.58	195,035.50
Missoula		5,540.49	36.68		4,758.47	4,165.80		30,598.15	41,612.45		7,518.22	2,859.74	5,000.00	1,012.50			11,887.29	36.00	275,419.71	390,445.50	307,752.67	95,928.41	794,126.58
Musselshell	880.74	6,017.84	1,696.82		3,230.18	564.91		25,699.86	811.15	402.80	3,630.89	1,228.43	3,609.40	3,674.81	580.91	14,676.44	11,236.70	1,350.08	56,625.00	136,017.02	200,693.63	44,569.95	381,280.60
Park		20.94	1,189.65		2,339.65	1,356.47		2,225.34	1,291.56		2,529.99	4,790.92	4,347.89	7,906.65		5,622.89	8,329.00	771.06	64,334.77	107,556.78	140,108.71	32,579.71	282,245.20
Phillips		265.26	144.90		1,199.47	924.40		39,245.45	14,049.30		5,837.52	1,254.00	228.24	135.00	1,500.00		4,187.64	7,844.42	81,080.43	157,296.53	95,749.90	27,898.18	280,944.61
Pondera		2,098.64	681.14		1,021.04	20.21		7,944.04			7,226.67	2,417.84		4,126.57		8,026.15	3,424.16	876.13	19,645.38	57,507.97	93,074.24	25,852.35	178,434.56
Powder River		2,987.43			441.68			17,763.55			3,438.95		6,661.84	50.00		350.89	1,189.70	61.23	41,256.33	74,201.60	47,906.36	9,455.86	131,563.82
Powell	502.51		400.00		617.82	499.25		4,932.38	600.00		2,304.50	3,104.41	693.86	3,064.00			1,048.67		5,662.70	23,430.10	79,705.96	38,874.66	142,010.72
Prairie		599.50			2,262.95	284.52		5,977.49			2,029.14	400.72	7,635.50	4,291.47		242.00	4,469.50		41,255.72	69,497.81	63,581.68	13,318.75	146,491.24
Ravalli		1,121.30	524.44		1,139.54	4,783.11		932.15	470.40		1,988.02	3,000.00		13,079.61		233.00	7,432.49	1,000.00	38,239.72	73,943.73	119,141.62	38,091.64	231,177.04
Richland		4,325.46	523.20		7,683.19	9.31		31,438.69			10,495.35	1,006.62	200.00	18,955.98	997.50	8,109.18	3,991.58	8,618.02	140,766.59	237,121.57	128,592.96	33,399.19	399,113.72
Roosevelt		7,517.67	3,575.85		1,762.88			19,998.47	25,110.19		5,334.43	2,066.64	346.48	2,241.00	51,377.27	257.87	11,614.01	1,060.75	122,909.17	255,172.68	125,399.20	45,874.53	426,446.41
Rosebud		17,944.05	995.78		4,846.65	971.20		9,486.44	18,685.00		1,924.50		4,800.00				8,439.80		180,460.93	248,545.35	113,516.03	26,621.46	388,682.84
Sanders		1,693.34	440.52		246.54	107.70	200.00	24,360.28	5,800.00	100.00	2,442.78	1,382.05	1,852.97	3,527.00	152.91	52.61	2,367.78	209.78	58,841.40	103,357.66	92,549.55	34,435.32	230,842.53
Sheridan		6,503.37	689.45		1,098.31			16,469.74	1,037.30		4,381.42	1,902.08	836.30	5,742.00	4,840.49	9,667.29	8,738.87	28,426.01	88,723.77	180,056.40	171,249.22	59,318.04	410,623.66
Silver Bow		7,119.14	9,512.32		21,765.48			73,334.39			28,621.93			20,000.00			9,107.51		8,187.96	183,649.03	677,657.51	178,159.96	1,039,506.50
Stillwater		3,696.89	2,077.68		6,479.59	1,781.98		35,104.22	3,475.58		12,162.10	2,360.32		300.00	800.00	209.55	10,585.56	7,593.44	76,842.10	163,472.01	118,042.01	22,755.77	304,269.82
Sweet Grass	294.88	836.99			1,103.89			16,983.17	2,333.35		4,390.96	640.61		4,400.00			3,681.47	2,654.56	54,946.83	92,269.71	74,434.01	16,011.12	182,714.84
Teton		5,600.16	266.91		2,981.59	760.13		46,180.48	65,505.34		4,790.09	908.99					8,798.58	151.23	78,970.24	214,914.74	91,479.09	30,474.25	336,868.08
Toole		2,421.57			496.67			9,080.76	35,979.82		2,073.12	4,369.57	1,000.00	6,014.80		94.09	2,198.13		56,366.84	120,095.37	70,047.13	22,151.87	212,294.37
Treasure			784.76		2,309.57			8,326.95			364.11			536.00		107.59	1,161.10		*0,148.05	4,445.03	37,126.07	10,633.12	52,204.22
Valley	1,891.00	50.95			1,706.12	339.42		6,447.68	354.19		1,739.12	775.83		3,000.00			7,414.78	1,508.12	50,660.56	75,875.79	131,410.31	44,153.90	251,423.03
Wheatland		2,313.06	50.65		1,552.84			73,375.29			10,568.63	370.00		2,487.00			3,293.30	78.00	68,328.07	162,351.81	92,346.74	19,834.34	274,532.89
Wibaux		2,072.15	1,887.17		2,077.23	321.96		3,414.92	949.90		1,211.15	1,515.19	132.86	3,690.35		146.35	1,594.26	3.18	33,696.89	52,713.56	56,888.34	9,721.11	119,323.01
Yellowstone	150.00	7,351.05	1,013.28	100.00	5,774.62	688.08		32,497.65	67.30	125.00	7,447.32	2,427.72	1,800.00	427.40		4,304.12	24,915.79	236.57	94,028.81	183,354.71	346,560.77	108,595.19	638,510.67
Totals	$ 4,007.07	$ 196,809.46	$ 103,635.82	$ 350.23	$ 142,734.38	$ 34,939.92	$ 4,312.27	$ 1,156,585.29	$ 560,819.38	$ 627.80	$ 270,289.06	$ 84,871.30	$ 81,263.74	$ 309,009.56	$ 119,511.74	$ 81,298.71	$ 381,471.51	$ 109,284.39	$ 4,004,335.96	$ 7,646,157.59	$ 7,273,139.62	$ 1,989,309.33	$16,908,606.54

*Overdrawn.

Financial Report of the School Districts in Montana for the Year Ending June 30, 1920

COUNTIES	RECEIPTS												
	Balance on Hand from previous School Year	Apportionment from State	Apportionment from Tax Six Mill Levy	Special Tax for High Schools	Special Tax for General Fund	Special Tax for Free Text Book Fund	Special Tax for Insurance and Sinking Fund	Received from Sale of Bonds	Rec'd from Sale of Property and Proceeds from Insurance Adjustments	Received from Premium on Bonds	Received from Interest Reserves	Received from All Other Sources—Fines, Rents, Interest, Tuition, etc.	WHOLE AMOUNT AVAILABLE FOR DURING THE YEAR
Beaverhead	$ 89,388.80	$ 20,655.80	$ 65,371.29	$ 22,172.94	$ 67,233.56	$	$ 30,599.78	$ 2,400.00	$ 35.00	$	$	$ 18,042.59	$ 315,899.76
Big Horn	127,658.42	9,340.00	50,857.49		75,978.87		13,390.33					511.85	277,836.96
Blaine	88,694.25	17,892.00	45,883.53	22,236.94	56,909.92		8,540.42	3,200.00	429.55	558.78		935.24	244,779.63
Broadwater	17,165.05	7,042.50	28,170.00	25,062.64	23,147.01		10,478.67					120.00	111,185.87
Carbon	90,471.62	31,442.00	57,814.42	39,513.63	100,037.75	245.80	22,321.98	22,373.51	207.54	4,114.00		19,211.98	287,754.04
Carter	33,332.96	8,074.00	21,944.96	1,201.56	33,543.71	1,087.73		10,040.00			1,719.04	141.74	116,835.70
Cascade	178,643.21	64,938.00	232,153.35	112,057.83	318,939.68		32,460.10		356.00			28,034.57	967,582.14
Chouteau	96,702.60	34,241.50	81,251.57	28,667.67	104,804.81	2,822.39	18,927.18	39,844.82				29,091.99	436,354.53
Custer	86,555.56	18,589.00	73,125.34		118,856.46	2,180.78	20,476.31	17,600.00	10.75			3,339.24	340,733.44
Dawson	70,138.60	17,058.00	62,083.14	38,673.76	100,125.01	50.03	11,032.92	10,500.00	35.00			4,306.88	314,038.34
Deer Lodge	71,555.30	24,228.00	70,983.95		36,934.41	25,611.60	18,039.64	1,500.00			3,190.02	934.60	252,577.52
Fallon	44,561.93	8,682.00	33,262.07	15,180.46	46,114.35		7,759.91	5,000.00	306.00			12,181.81	173,438.53
Fergus	315,988.18	79,003.50	187,404.30		494,105.62	237,622.93	83,883.61	47,392.50	280.57			40,313.07	1,485,994.28
Flathead	59,303.05	38,690.00	91,402.38	77,719.46	115,938.08	5,596.86	20.61	2,790.00	80.62	27.68	5,333.15	36,273.57	433,175.46
Gallatin	67,773.13	25,374.00	113,083.01	86,361.98	117,442.08	15.56	13,778.11	123,492.47	92.91		4,186.71	16,765.07	573,365.03
Garfield	43,149.54	10,344.00	24,919.34		52,304.07	755.78	2,402.17	7,400.00	171.00			10,356.94	151,825.84
Glacier	29,580.85	5,718.00	23,723.54		37,045.28		8,699.65	50,075.00				18,155.30	172,997.65
Granite	48,828.01	6,793.74	28,444.00	16,372.90	9,724.67			4,000.00			211.00	3,242.11	117,616.43
Hill	76,394.86	28,941.24	74,244.80		104,296.51		15,489.66	133,435.65	149.66	500.00		17,131.66	450,584.04
Jefferson	95,439.07	11,873.07	36,090.37	33,496.57	37,015.94	50.00	6,024.14	13,700.00	2.00	7,370.29	1,751.62	3,278.96	246,990.13
Lewis and Clark	51,037.33	29,733.00	118,033.81	56,027.05	113,748.85	161.85	87,344.52	16,174.50	102.15	37.60		12,618.94	485,024.60
Liberty	34,983.00	6,342.29	14,718.67		30,765.23		3,297.07	1,400.00	10.00			4,586.60	96,102.86
Lincoln	29,384.46	12,402.00	39,129.39	48,972.25	63,840.39	2,245.07	18,114.33	5,923.47				1,763.48	221,774.84
McCone	49,826.25	8,388.00	26,809.00	8,830.57	36,741.92	308.81	8,299.67	13,500.00	1,040.00			4,686.31	158,430.53
Madison	48,919.69	13,256.45	49,151.00	23,452.43	58,730.96		10,107.00	2,900.00				3,754.22	209,471.75
Meagher	33,202.17	3,670.00	36,700.00	19,570.08	23,984.32		553.55	13,500.00	288.82	241.00	37.17	2,762.07	134,509.18
Mineral	38,808.68	3,426.00	44,122.76		20,975.40	7,664.51	5,237.31	55,972.16	14,639.79	1,756.61	1,360.75	1,071.53	195,035.50
Missoula	211,416.12	43,718.40	104,114.30	32,950.65	158,606.81	8,155.14	34,545.57	143,555.00	835.52	1,427.35		4,501.72	794,126.58
Musselshell	77,383.86	33,840.64	112,823.60		2,653.89	11,631.76	26,965.30	16,746.85				49,234.64	331,230.60
Park	50,905.14	20,680.00	61,567.20	4,517.16	95,131.17	1,125.70	11,009.28	3,096.00	915.00	1,537.15		2,491.40	282,504.20
Phillips	44,838.15	19,392.00	34,292.31		75,435.75	6,983.41	7,313.32	91,385.33				1,304.34	280,944.61
Pondera	32,256.33	11,103.09	37,937.71		76,883.14	796.16	12,030.52	6,359.17	52.50	130.00		885.94	178,434.56
Powder River	35,742.15	6,912.00	20,091.24		31,553.84	156.50	4,304.49	14,445.00	10.95	11,712.74	1,672.87	4,962.14	131,563.82
Powell	22,760.95	10,219.95	50,647.11	30,167.82	15,400.05			7,500.00				5,344.84	142,010.72
Prairie	42,399.69	7,170.00	37,306.38	6,351.94	36,622.63	61.49	10,361.81		3,673.43			2,453.87	146,401.24
Ravalli	60,706.99	20,044.80	39,187.28	20,453.14	60,890.16	3,096.56	15,636.42	2,200.00	89.44	225.86	1,942.24	6,704.15	231,177.04
Richland	84,397.16	23,602.73	59,171.80		105,531.71	480.98	8,944.64	42,200.00	244.71	551.00		73,988.99	399,113.72
Roosevelt	75,492.43	17,410.62	53,466.77		89,171.58	1,800.00	17,012.74	149,734.00		918.53		21,440.04	426,446.41
Rosebud	68,902.97	18,433.33	60,233.17	32,281.98	62,505.71		11,309.14	129,000.00	5.00	1,907.00		4,074.54	383,682.84
Sanders	45,182.40	13,872.41	50,793.72		62,151.70	883.81	9,145.21	15,174.45	270.00	1,000.00	20.31	32,398.62	230,892.53
Sheridan	115,629.08	26,005.65	58,698.73		123,204.72	33,053.61	16,746.49	8,000.00	50.00	157.40	20,511.53	8,566.45	410,623.66
Silverbow	133,929.00	89,358.00	227,763.06	104,547.10	318,445.74		31,239.95		64,005.17			10,218.48	1,039,506.50
Stillwater	68,709.33	14,785.00	45,108.63		67,335.02	22,627.22	12,694.38	57,283.32	775.00			14,951.23	204,269.82
Sweet Grass	62,572.11	8,303.00	39,484.33	22,546.13	32,737.66		714.86	13,800.00	431.03			2,125.72	182,714.84
Teton	59,295.01	10,566.00	57,704.01	20,737.58	51,418.95	1,911.89	8,791.59	121,300.00	1,024.88	2,371.00		1,747.07	336,868.08
Toole	71,418.39	7,709.02	32,003.76		48,868.06	616.49	8,011.83	27,751.66	1,333.00			14,582.16	212,294.37
Treasure	1,712.51	3,642.40	16,311.93		16,916.46	1,788.41	2,207.32	3,500.00	628.60			5,496.59	52,204.22
Valley	50,966.00	18,990.00	49,672.64		4,595.87	4,505.87	6,918.16	5,250.00	367.14			26,295.86	251,425.03
Wheatland	102,172.01	9,840.00	48,168.27		48,161.49	22,422.36	7,822.84	27,700.00	1,767.00	150.00		6,328.92	274,532.89
Wibaux	29,851.05	7,824.00	29,582.46	11,133.09	30,436.87	2,167.76	6,068.29	6,000.00	1,152.71			2,106.78	119,323.01
Yellowstone	117,456.97	47,580.00	142,740.00		197,544.55		32,799.59	17,500.00	1,372.20	682.66	73,761.36	7,073.34	638,510.67
Total	$3,773,365.40	$ 1,088,650.13	$ 3,192,752.75	$ 1,011,312.31	$ 4,300,338.08	$ 410,684.83	$ 764,872.98	$ 1,512,994.86	$ 97,204.64	$ 37,366.65	$ 115,697.67	$ 602,830.24	$16,908,606.54

AGE-GRADE DISTRIBUTION OF MONTANA PUBLIC SCHOOL PUPILS
Survey (1921-1922)

AGE—YEARS	FIRST		SECOND		THIRD		FOURTH		FIFTH		SIXTH		SEVENTH		EIGHTH		1st Year H. S.		2nd Year H. S.		3rd Year H. S.		4th Year H. S.		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
5	841	857	20	26																					861	883	1,744
6	5,569	5,306	749	926	69	58	2	1																	6,389	6,291	12,680
7	2,117	1,715	2,983	3,034	723	945	75	105	11	1	1														5,910	5,800	11,710
8	723	517	1,849	1,545	2,517	2,659	795	1,023	69	83	6	8		1											5,959	5,836	11,795
9	234	169	825	584	1,879	1,573	2,166	2,338	624	806	88	103	8	7											5,824	5,580	11,404
10	87	64	280	162	867	722	1,866	1,694	1,671	1,933	688	822	94	124	9	10									5,562	5,531	11,093
11	49	19	122	76	349	232	951	803	1,524	1,524	1,572	1,747	549	677	142	123	10	11							5,268	5,212	10,480
12	22	11	62	34	160	94	503	345	970	868	1,486	1,378	1,227	1,521	622	735	79	135	9	14					5,140	5,135	10,275
13	14	11	27	13	76	38	253	133	536	353	1,003	805	1,243	1,299	1,384	1,541	393	478	43	88	11	32	1		4,984	4,791	9,775
14	9		11	8	48	19	111	70	277	162	540	375	862	749	1,404	1,356	1,054	1,223	311	447	34	97	2	10	4,663	4,516	9,179
15	3	3	6	7	15	13	42	21	121	73	252	152	445	285	883	804	953	1,040	655	900	173	331	23	47	3,577	3,676	7,253
16	5	2	2	4	9	1	20	8	41	15	114	62	185	121	457	390	607	542	579	727	414	649	137	238	2,570	2,759	5,329
17	2				2	1	8	2	14	4	45	13	53	24	184	138	324	237	367	425	406	513	286	526	1,691	1,883	3,574
18	1		1			1	3		6	2	10	3	22	14	69	36	116	86	187	172	240	219	304	466	959	999	1,958
19	1		1	2			1		1		3		4	2	23	9	47	31	92	58	116	108	148	181	437	391	828
20	1		1				2					1	1	1	6	4	31	14	39	32	36	47	87	70	204	169	373
Total	9,678	8,674	6,939	6,421	6,714	6,356	6,798	6,543	5,865	5,824	5,808	5,469	4,693	4,825	5,183	5,146	3,614	3,797	2,282	2,863	1,430	1,996	994	1,538	59,998	59,452	119,450

The Progress of School Children

There were in 1921-22, 27,349 or 29.9 per cent over-age children enrolled in the elementary and high schools of the state. These were children who were not making normal progress in school but were over seven years of age in the first grade, over eight years in the second, over nine in the third and so on. A child who is making normal progress finishes the eighth grade at thirteen or fourteen years of age and high school at seventeen or eighteen years of age.

In every grade there is a larger percentage of retarded boys than of retarded girls. This difference increases from the fifth grade, where children begin to leave school and at the age when child labor on the farm begins to be most prevalent.

It is encouraging to find that the per cent of over-ageness decreased in two years from 26.8 per cent to 22.9 per cent. However, it is a matter of concern to have one child in every three or four not making normal progress in school. But as long as we have so many short-term schools, retardation will not be lessened to any appreciable degree, as children in such schools must take from a year and a half to two years to do the work of a grade.

Under-ageness or acceleration, that is children under six in the first grade, under seven in the second grade, and so on, is a factor to be desired if such acceleration is due to superior intelligence. It is, however, often due to crowding of children or superficial standards required by those who are responsible for children's promotion. Probably it is fortunate that the per cent of under-ageness has been reduced in the last two years from 27 per cent to 14 per cent.

The reduction in the per cent of children making more than normal progress is probably due to the increased use of standard tests in the fundamental subjects which are now in general use throughout the United States. The most progressive city and county superintendents in the state are using these tests to check up the work of each grade and individual pupils and to measure the results of instruction in the common branches. Averages of many thousands of children of each grade who have taken these tests throughout the United States constitute the standard for each grade so that superintendents and principals and teachers can, by the use of these tests determine whether children are up to grade. These tests altogether too frequently reveal that certain children or entire classes who seem to have made normal progress are in reality doing very inferior work, often a year or two below what should be expected of those grades. The following are examples of the results of standard tests this past year in rural and small town schools:

Of 147 children of 39 rural and village schools of 3 counties tested in reading for ability to get the thought, 56 per cent were below grade, as shown by comparison of scores with thousands of children of corresponding grades throughout the United States. In the mechanics of arithmetic, records of 644 children of 61 town and rural schools of 5 counties show 9 per cent above grade, 14 per cent up to grade and 77 per cent below grade. Of 390 of this group tested in arithmetic, there were more children two years below grade than up to or above grade. Of 236 children of 16 town and rural children tested in spelling, 49 per cent were below grade.

It will be seen from the above that even more serious than over-ageness of pupils is the poor quality of work done in the fundamental school subjects. Only a higher quality of teaching and much closer and more intelligent supervision can remedy these conditions.

Table 4.
NUMBER AND PER CENT OF PUPILS ENROLLED IN EACH GRADE THAT ARE OVER-AGE (OLDER THAN NORMAL AGE FOR THEIR GRADE).

Grades	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1	1,151	11.9	796	9.2	1,947	10.6
2	1,338	19.3	890	13.8	2,228	16.7
3	1,526	22.7	1,121	17.6	2,647	20.2
4	1,894	27.8	1,382	21.1	3,276	24.5
5	1,966	33.5	1,477	25.3	3,443	29.4
6	1,967	33.8	1,411	25.8	3,378	29.9
7	1,572	33.5	1,196	24.8	2,768	29.1
8	1,622	31.3	1,381	26.8	3,003	29.1
H. S. 1	1,125	31.1	910	23.9	2,035	27.3
H. S. 2	685	30	687	23.9	1,372	26.6
H. S. 3	392	27.4	374	18.7	766	22.3
H. S. 4	235	23.6	251	16.3	486	19.2
Total	15,473	25.7	11,876	19.9	27,349	22.9

Table 5.
NUMBER AND PER CENT OF PUPILS ENROLLED AT EACH GRADE THAT ARE UNDER-AGE. (BELOW NORMAL AGE FOR THEIR GRADE)

Grades	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1	841	8	857	8	1,698	8
2	769	11	952	14	1,721	12
3	792	11	1,003	15	1,795	13
4	872	12	1,129	17	2,001	14
5	704	12	890	15	1,594	13
6	783	13	933	17	1,716	15
7	651	13	809	16	1,460	15
8	773	14	868	16	1,641	15
H. S. 1	482	13	624	16	1,106	14
H. S. 2	363	15	549	19	912	17
H. S. 3	218	15	460	23	678	19
H. S. 4	169	17	295	19	464	18
Total	7,417	12	9,369	15	16,766	14

Length of Term. Enrollment. Attendance

In determining the educational advantages secured for any one year or period of years it is fundamentally important to have data on the following points: 1. How many days were the schools kept open? 2. How many children were enrolled and for how many days were they enrolled? 3. How many days were individual pupils present? This latter figure is the most important since it indicates not only what educational advantages were provided, but to what extent they were operative. The following tables, therefore, merit more than passing attention.

Table 6.

LENGTH OF TERM. ENROLLMENT

Days of School	Schools Open		Pupil Enrollment		Pupil Attendance	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
80 or less	230	6.9	4,033	3.3	18,126	15.3
81 to 100	102	3.0	2,063	1.7	6,229	5.1
101 to 120	268	8.0	4,002	3.3	7,767	6.4
121 to 140	338	10.1	5,321	4.4	10,348	8.5
141 to 160	497	14.8	9,894	8.2	19,843	16.4
161 to 180	1,803	53.8	68,864	57.0	58,238	48.3
181 or more	112	3.4	26,752	22.1	*	
Total	3,350	100.0	120,929	100.0	120,551	100.0

*Included in figures for 161 to 180 days.

Table 7.

ATTENDANCE

	20 days or less	21-40	41-60	61-80	81-100	101-120	121-140	141-160	161-180
3rd Class Elem.	2,069	2,811	2,677	2,775	3,318	4,713	6,394	10,190	17,630
3rd Class H. S.	97	113	81	156	148	213	265	620	2,669
1st-2nd Class Elem.	1,269	1,555	1,478	1,732	2,178	2,394	3,052	7,503	27,178
1st-2nd Class H. S.	317	261	357	378	585	447	637	1,530	10,761
Totals	3,752	4,740	4,593	5,041	6,229	7,767	10,348	19,843	58,238

Grand Total 120,551.

Length of School Term

It is encouraging to find that the elementary school term has increased during the biennium from 165 to 168.6. This is 16.6 days longer than four years ago. Since the standards for high school accrediting demand that the length of the high school term shall not drop below 170 days, the problem of high-school-term length is not a serious one. On an average these schools were in session last year 177.4 days. It is to be regretted that elementary school pupils were given on an average 8.8 days less than high school pupils. Over 10,000 children were furnished school terms varying from only a few weeks to six months. Over 4,000 children were furnished four months or less. Less than half of the elementary school pupils of the state were given as long a term as the minimum required in high schools.

Tho there has always been great difference in the length of school term children of different counties received, the inequality has grown greater each year during the past five years. For example, the boys and girls of Carter county received on an average last year nearly eleven weeks less schooling than the boys and girls of Deer Lodge county and the boys and girls of Garfield county received over eight weeks less than the boys and girls of Lewis and Clark county. These inequalities are likely to grow still greater until Montana offers statewide support of all its schools, regardless of location.

For the first time in the history of Montana one county (Deer Lodge) had on an average as long an elementary school term as found in the most favored eastern states. Deer Lodge county with an average term of 191.1 days for its elementary schools had two weeks more of actual school than the second most favored county, Lewis and Clark with 181.4 days of school.

The table below gives the average length of term for elementary schools in the counties ranking highest and lowest:

Table 8

AVERAGE LENGTH OF TERMS

County	Av. Length of Term in Days	County	Av. Length of Term in Days
Lewis and Clark	191.1	Carter	137.7
Deer Lodge	181.4	Garfield	139.4
Cascade	179.5	Fallon	141.7
Jefferson	179.4	Powder River	142.3
Missoula	179.0	McCone	146.8
Custer	178.6	Phillips	148.0
Yellowstone	178.6	Liberty	151.7
Gallatin	177.9	Daniels	151.8
Carbon	177.4	Glacier	152.1
Flathead	177.0	Toole	152.3

Health of School Children

The supervision of health work in the schools of the state thru the school nurses has been considerably curtailed this biennium due entirely to the lack of adequate funds for the work. In spite of this condition, however, 16 cities have been able to employ 24 school nurses to carry on a constructive health program. In eight counties, Beaverhead, Custer, Dawson, Ravalli, Roosevelt, Teton, Wheatland and Yellowstone 10 county nurses have done considerable school work while the American Red Cross nurses in Flathead, Golden Valley, Judith Basin, Park, Rosebud and Sheridan counties have rendered similar service to the schools. Twenty-three counties last year employed nurses thru the assistance of the Montana Tuberculosis Association. These nurses visited many homes, held clinics and gave public talks and personal interviews for the health interests of children attending school. Much health work has been done in the schools thru other agencies such as the Modern Health Crusade, the Health Week, and the Junior Red Cross.

Remedial Measures

In several counties every possible effort has been made to enforce the compulsory education law. In one county it was found in 1920 that inefficient and unpleasant schools were responsible for much of the irregularity in attendance. Dilapidated and dingy schoolhouses were put into good shape and better teachers were secured. The percentage of attendance showed an improvement at the beginning of 1921.

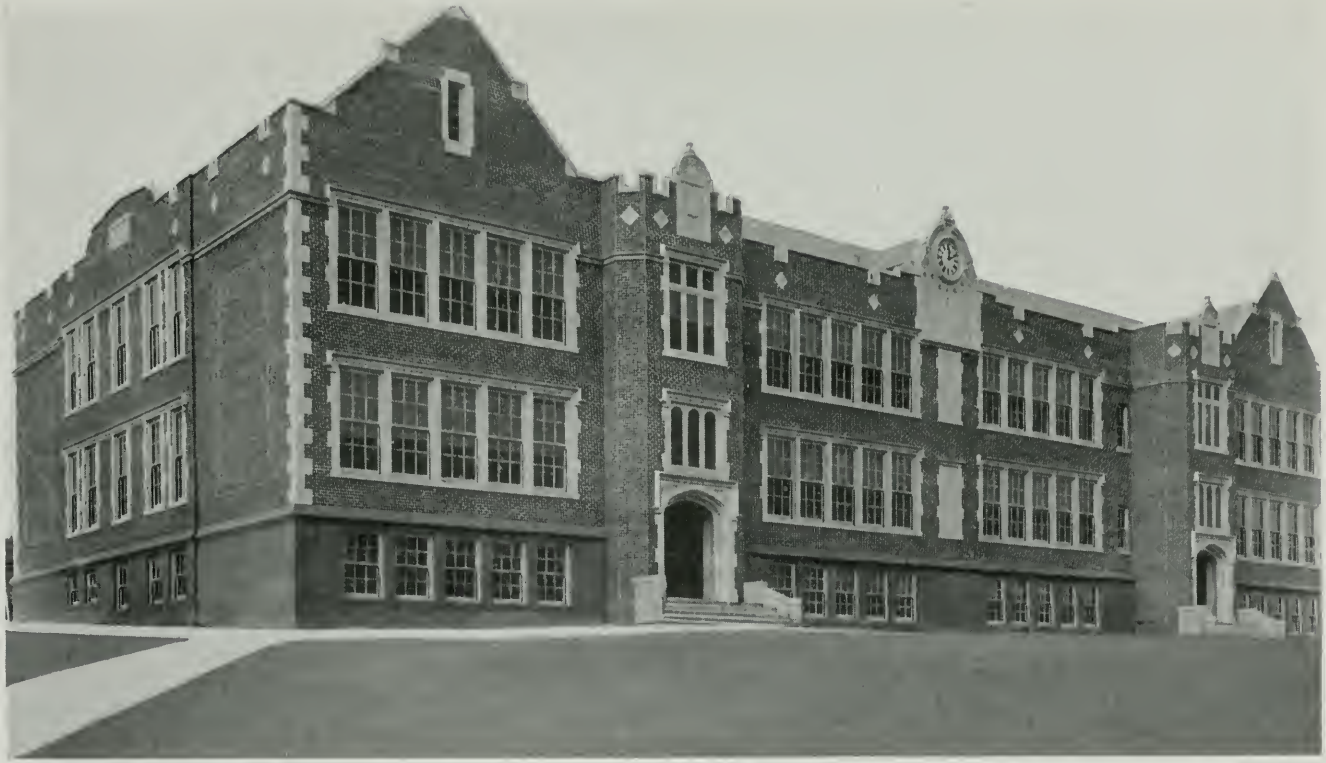
In several cases in one county the lack of interest in regular attendance on the part of the parents was a difficult matter to overcome. The sheriff was sent out to arrest the parents who did not comply promptly with the requirements of the law. During the last two years many beet-workers were brought before the court and were fined.

When two beet-workers were fined for keeping their children out of school, they went to several county officials urging that the county take their children off their hands. They complained that they should not be expected to support their children if those children were not going to be allowed to work.

One county superintendent absolutely refused to issue permits for children under fourteen years of age to work in the beet fields. The manager of a large sugar company tried to persuade her to change her mind by telling her that her action was disastrous to the community, as the beet people with their families would move away to some other community where they would be permitted to keep their children out of school to help them earn a living. The welfare of the children was a matter of secondary consideration.

New Central Grade School, Helena, Montana

View of front entrance and lower corridor of Central school, Helena, Montana



New Hawthorne Grade Building, Helena, Montana

Ramp in New Hawthorne School, Helena, Montana

In another county where sugar beets are raised, greatly improved attendance in the fall was secured by the county superintendent thru arrests, threatened arrests, letters to the parents, and newspaper publicity. The September reports showed this improvement especially in the third-class districts, several having 100% attendance, and many 95% and above.

Publication of attendance reports and publicity regarding violations of the law have served very materially to stimulate attention to the importance of keeping children in school every day. Unless rigorous efforts are made by the public, Montana's rural illiteracy will continue to increase as it did between 1910 and 1920. While the total illiteracy of the state decreased from 14,457 in 1910 to 9,544 in 1920, the decrease occurred among the foreign born in cities. This was reduced from 8,445, or 9.4% of foreign born inhabitants in 1910 to 5,178, or only 5.6% of foreign born inhabitants in 1920. Illiterates of native parentage increased from 403, or .3% of the total number of persons of native parentage to 669, which still remains .3% of the total population of native parentage. The more rapid increase in these figures occurred among the rural population, a condition the state can not afford to have continue.

THE TEACHERS

Training of Montana Teachers

The survey reports of 1921-22 show the training of 5,774 teachers in Montana schools that year. Of these 4,748 were in elementary schools and 1,026 were in high schools.

Of the teachers in elementary schools, 281 or almost 6% have had four years or more training beyond a four year high school course; 258, a slightly smaller percentage, have had three years of training above a four year high school course; 1,323, or almost 28%, have had two years above a four year high school course. The largest number, 1,490, or 31.4% have had four years of high school and 12 weeks of normal training. It is a matter of some satisfaction that less than 8% of the elementary teachers, 366, have had only two years of high school or its equivalent and 12 weeks of normal training or a lesser amount of education. Under former certification laws persons with such limited training were able to secure certificates which were renewable and there will probably be a few of these among our elementary teachers for several years. 54 teachers are reported with only one year of high school and 7 with only an eighth grade grade education.

Training of High School Teachers

Desirable preparation for high school teaching includes graduation from a standard college or university. Of the 1,026 teachers reported there are 781 (76%) who have had four years or more of training beyond a four year high school.

The lowest amount of training which should be accepted for high school teaching is two years beyond a four year high school course. In 1921-22 there were 987 high school teachers in the state (96%) who met or exceeded this requirement.

Teachers having less than two years of training beyond high school are inadequately trained for giving instruction to secondary school pupils. It is encouraging to note that only 39 high school teachers (less than 4%) are deficient to this extent. It is not quite so enouraging to discover that 22 of the 39 are teaching in first and second-class districts.

The demand is becoming more and more insistent that teachers shall be especially prepared for the profession of teaching. Consequently we find in many states, Montana included, that professional

training is required of those securing teachers' certificates. This takes care of the new teacher—she can not be certificated unless she can produce evidence of having been professionally trained. But the regulation does not make it necessary for her to keep pace with movements of progress in education; neither does it affect the experienced teacher who graduated and was certificated a decade or two ago when few opportunities for professional training were provided and none were demanded.

One of the indications of good or poor professional tone among the teachers is, therefore, to be found through an investigation of how frequently and how recently professional training has been acquired. In 1921-22 one in every ten high school teachers in the state had secured no professional training during the last five years. There is some cause for congratulation when one recalls that two years ago the proportion was 1 in 6; however the proportion is still 1 in 10.

A study of the recency of professional training of elementary teachers discloses 376 who have had no professional work within the past five years, 233 within 10 years and 101 within 15 years. Considering the progress which has been made in recent years in educational methods and the value of frequent study of educational subjects, the percentage of teachers who have not been keeping abreast of the times is too large. Almost 8% who have had no training in 5 years, almost 5% in 10 years and 2% in 15 years are entirely too large figures.

While some of these figures must be changed before there can be reason to boast of the qualifications of Montana teachers, still the splendid increases in summer school enrollment provide a cause for congratulation. With approximately 1,400 teachers or persons preparing to teach taking courses at Montana schools last year, to say nothing of the number who attended in other states, which shows an excellent increase over previous years, there appears to be reason for the conclusion that Montana teachers on the whole are awake to the necessity of improvement while in service and are taking advantage of the opportunities provided.

Roosevelt Grade Building, Eureka, Montana

Table 9.

AMOUNT AND KIND OF PREPARATION OF 4,748 ELEMENTARY TEACHERS

1921-22

Training	1 Teacher Schools	2 Teacher Schools	Villages of 3rd Class Districts	City Schools 1st and 2nd Class Dists.	Total	Percent
Four years or more above 4 year H. S.	106	13	27	135	281	5.91
Three years above 4 year H. S.	85	10	32	131	258	5.43
Two years above 4 year H. S.	266	36	131	890	1,323	27.85
One year above 4 year H. S.	383	46	140	165	734	15.46
4 year H. S. grad'te-12 wks. N. T.	1,178	81	122	109	1,490	31.42
3 years H. S. or equivalent - 12 weeks N. T.	244	10	28	14	296	6.23
2 years high school or equiv.-12 wks. N. T.	263	15	17	10	305	6.42
1 year H. S. or equivalent	48		5	1	54	1.14
Only eighth grade education (?)	5			2	7	.14
Total	2,578	211	502	1,457	4,748	100.00
Without professional training in 5 years	197	16	31	132	376	7.9
Without professional training in 10 years	169	11	16	37	233	4.9
Without professional training in 15 years	80	6	5	10	101	2.1
Total	446	33	52	179	710	14.9

Table 10.

AMOUNT AND KIND OF PREPARATION OF 1,026 HIGH SCHOOL TEACHERS

1921—1922

Training	Villages of Third Class Districts	Cities of 1st & 2nd Class Districts	Total	Percent
Four years or more above 4 year high school	183	598	781	76.12
Three years above a four year high school	45	47	92	8.98
Two years above a four year high school	49	65	114	11.11
One year above a four year high school	11	14	25	2.43
Four year H. S. graduate 12 weeks normal training	4	7	11	1.07
Three years H. S. or equivalent with 12 weeks of normal training	1	1	2	.19
Two years H. S. or equivalent with 12 weeks of normal training	1		1	.10
One year high school or equivalent				
Only 8th grade education				
Total	294	732	1,026	100.00
Without professional training in 5 years	17	52	69	66.99
Without professional training in 10 years	4	16	20	19.42
Without professional training in 15 years	4	10	14	13.59
Total	25	78	103	100.00

Table 11.

GRADUATES OF COLLEGES, NORMAL SCHOOLS AND HIGH SCHOOLS TEACHING IN PUBLIC SCHOOLS OF MONTANA, 1910 TO 1922.

Year	Total Number of Teachers	College or University Graduates		Normal School Graduates but not College Graduates		High School Graduates With Partial College or Normal Training	
1910	2,040	258	12.6	537	26.3	No data till 1921	
1911	2,540	365	14.4	773	30.4		
1912	2,805	432	15.3	842	30.0		
1914	3,778	591	15.6	1,002	26.7		
1915	4,327	698	16.1	1,189	27.4		
1916	4,731	647	12.3	1,215	25.6		
1917	5,263	833	15.8	1,480	28.1		
1918	5,600	867	15.5	1,560	27.8		
1919	6,080	886	14.5	1,636	26.8		
1920	6,215	880	14.1	1,679	27.0		
1921	6,198	1,003	16.1	1,582	25.5	1,982	31.9
1922	6,096	1,062	17.4	1,308	21.4	2,260	37.0
12-Year Increase	198%	311%		143%			

Table 12.

A COMPARISON OF THE PER CENT OF RURAL TEACHERS WITH PROFESSIONAL TRAINING BEYOND HIGH SCHOOL

(Showing counties with the highest and lowest percent).

For 1920 and 1922

	Per Cent			Per Cent	
County	1920	1922	County	1920	1922
Pondera	83.3	85.1	Roosevelt	32.2	68.7
Mineral	77.7	100.	Musselshell	35.5	73.9
Silver Bow	77.7	100.	Fallon	36.5	75.4
Sweet Grass	77.4	84.2	Sheridan	39.4	74.3
Wheatland	77.2	70.3	Prairie	41.1	71.6
Gallatin	73.7	86.1	Richland	41.1	56.5
Missoula	72.7	87.8	Garfield	42.3	76.
Big Horn	70.7	87.8	Carter	44.6	58.7
Beaverhead	70.3	91.4	Valley	44.6	70.1

Of the 3,268 rural teachers reported, 2,192 or 67.7 per cent have had professional training beyond high school. Mineral and Silver Bow counties together employing only 20 rural teachers, have a 100 per cent record while Richland county, wiht only 56.5 per cent of the rural teachers with training, has the poorest record. It will be seen from the above table that every county but Wheatland has made marked improvement during the last two years in the academic and professional training of its rural teachers and that several counties have had from 25 to 30 per cent increase in the per cent of rural teachers with professional training. This training may consist of only a single session in a summer school.

Annual Salaries of Elementary Teachers

A survey of teachers' salaries for 1921-22 shows that 33.2% of 4,554 elementary teachers of the state received less than $900. This per cent is considerably smaller than it was in 1919-20 but there are still 7.6% of that number who received less than $600. Only 12.6% received between eight and nine hundred dollars. Of the 1,510 elementary teachers receiving less than $900.00, 1,472 teachers, or 97.5%, are in the rural schools, 24 teachers or 1.6% in the villages of the third class districts and 14 teachers or .9% are in the cities of first and second class districts.

There were 3,044 elementary teachers who received more than $900 in 1921-22. Of this number 45.6% were in the rural schools; 16.2% in the village schools; and 38.2% in the city schools. In comparing the percentage of teachers in each group that received more than $900 the survey shows that only 49% of the rural teachers received more than $900 while 95% of the village teachers and 98% of the city teachers received more than $900.

Table 13.

ANNUAL SALARIES OF ELEMENTARY TEACHERS (1921-1922).
(Salaries of Superintendents and Principals not Included).

Salaries	Number and Per Cent of Teachers in Schools of: One and Two Teacher (Rural)		3 or More Teachers in districts of: 3rd Class (Village)		*1st & 2nd Class (City)		All Classes (Rural, Villag and City).	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Less than $600	342	12%	2		2		346	7.6%
$601 to $700	256	9			2		258	5.7
$701 to $800	329	12	1		1		331	7.3
$801 to $900	545	19	21	4%	9	1%	575	12.6
$901 to $1,000	428	14	25	5	23	2	476	10.4
$1,001 to $1,100	244	9	51	10	31	3	326	7.2
$1,101 to $1,200	503	18	181	35	159	13	843	18.5
$1,201 to $1,300	126	4	125	25	174	15	425	9.3
$1,301 to $1,400	58	2	66	13	271	23	395	9
$1,401 to $1,500	18	1	27	5	155	13	200	4.3
$1,501 to $1,600	6		9	2	85	8	100	2.1
$1,601 to $1,700	3		6	1	107	9	116	2.5
Over $1,700	3		3		157	13	163	3.5
Total	2,861	100	517	100	1,176	100	4,554	*100

*Butte teachers not included as no segregation of high school and elementary teachers was made on summary.

Salaries of High School Teachers

Table 14.

ANNUAL SALARIES OF HIGH SCHOOL TEACHERS (1921-1922)
(Salaries of Principals not Included)

	Third Class		First and Second Class		All High Schools	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
$901 to $1,000	4	2			4	.5
$1,001 to $1,100	4	2			4	.5
$1,101 to $1,200	12	6	12	2	24	3.0
$1,201 to $1,300	17	7	22	3	39	4.5
$1,301 to $1,400	64	27	47	8	111	12.7
$1,401 to $1,500	44	18	84	14	128	14.6
$1,501 to $1,600	23	9	113	17	136	15.6
$1,601 to $1,700	19	8	82	13	101	11.5
Over $1,700	51	21	273	43	324	37.1
Total	238	100	633	100	872	*100

*Butte teachers not included as no segregation of high school and elementary teachers was made on summary.

IV. ADMINISTRATION

The State Department of Education

The growth of the state in population and school enrollment within the past ten years has of necessity imposed many added duties as well as new responsbiilities upon the state department of education. The number of counties has increased from 31 to 54, necessitating a proportionate increase in reports and correspondence as well as in administrative dealings with county superintendents. The school enrollment has practically doubled as has the number of teachers. The state department has attempted to establish contacts with county and city superintendents and high school principals in an effort to bring to their attention the most worth-while accomplishments in school work. The law necessitates the distribution of registers, courses of study, teachers' contracts, election notices and numerous other supplies, the volume of which has necessarily increased during this period of rapid state development.

The following table shows the causes which have contributed to the volume of work of the state department of education. It also discloses a few factors in the corresponding increase in costs of maintaining the department as well as the increase in costs of public education in general thruout the state.

Table 15.

44595

GROWTH OF STATE SINCE 1912

	1912	1914	1916	1918	1920	1922
No. Counties in State	31	35	39	43	51	54
School Census	103,403	114,032	135,865	159,552	161,626	160,221
School Enrollment	68,335	85,782	102,768	118,189	126,238	122,380
Average Daily Attendance	49,330	63,686	75,241	87,666	91,744	98,815
Number School Buildings	1,558	2,104	*3,312	3,096	3,610	3,655
Number Teachers	2,805	3,778	4,731	5,600	6,215	6,036
Number College Graduates	432	591	647	867	880	1,062
Number Normal Graduates	842	1,002	1,215	1,560	1,679	1,308

*Apparently contains a typographical error in the 1916 biennial report.

The state certification of teachers is one of the heaviest and most important pieces of work in the state department. During the biennium 4,992 teachers took the examinations, 77 per cent of whom received certificates. These examinations have been held under the direction of the State Board of Educational Examiners, composed of Miss Elizabeth Sutherland, county superintendent of schools, Dillon; Professor Freeman Daughters, State University, Missoula; J. U. Williams, superintendent of schools, Harlowton; J. A. Woodard, principal of Gallatin county high school, Bozeman; and the superintendent of public instruction.

Great care has been exercised by the board in the grading of papers and in determining the fitness of candidates for teaching in the schools. The county superintendent and two other persons are given an opportunity to certify as to personal and educational qualifications as well as the teaching success of each candidate. Great leniency has been shown during the period of shortage of teachers and at the same time the board has attempted to protect the children as far as possible from poorly prepared teachers.

Previous to state certification of teachers there was great variation in standards maintained in different counties and there was also unreasonable expense to many counties for the grading of papers. Now the expense connected with this department is entirely covered by fees received from teachers' examinations and has been reduced to a reasonable cost.

Tho there is no formal placement bureau for teachers in the state department, as in many states, trustees have been assisted in securing teachers. During the spring and summer months the educational and teaching records of many hundreds of applicants have been carefully investigated by the state department and over 300 teachers have been recommended annually to school boards, principals and superintendents. No record has been attempted of the number of teachers who received employment thru the services of the office, but it is known the percentage is high.

Tho all the constructive and routine work of the office is necessary and important, the field work is even more vital in improving the schools of the state. A field force of three people is one of the smallest of any state department in the United States. In 1921-1922, the high school supervisor visited 198 high schools and made reports of these ot the state board of education. He also prepared and circulated among the high school principals of the state a general manual of organization and administration and a course of study in high school English. Courses in other high school subjects are in process of preparation. Since the provision of a county wide tax for high schools was established, schools with great variations in standards of work have been striving for a share in the apportionment of such funds. Great responsibility devolves upon the high school supervisor to assist trustees and high schools in working out satisfactory programs in places where the number of students and funds warrant the offering of high school subjects.

The two rural school supervisors during 1921-1922 visited the county superintendents, assisting them in problems of supervision and administration. Besides directly helping county superintendents in administration and supervision, the rural school supervisors held during the year 147 teachers' meetings, 77 community and trustees' meetings and visited 143 schools. Frequent circular letters and outlines, methods of supervising and teaching were prepared and distributed to the county superintendents. Those dealing directly with methods of teaching were in turn mimeographed and sent by county superintendents to teachers of each county.

It must be remembered that as yet no county superintendent in the state has had previous to election any training in the supervision of instruction and only two in the past six years have had any previous experience in administration, while a few have not even had teaching experience. It can therefore readily be seen that the rural and village schools of the state and the county superintendents are in need of the service which can be rendered by rural supervisors who possess specific training in methods of supervision of instruction.

The total expenses (not including salaries) of the three field workers for the year 1921-1922 were $2,592.51. During the school year, practically all the time of the three supervisors was spent in field work. Probably no other extension work in the state has cost so little to the taxpayers in proportion to the real service rendered the people of the state.

July 1, 1921-June 30, 1922

	High School Supervisor	Two Rural School Sup'v'rs
Traveling expenses	$ 997.76	$1,594.75
Salary	2,500.00	4,791.67
Total	$3,497.76	$6,386.42

EXPENSES OF STATE DEPARTMENT OF EDUCATION

July 1, 1921—June 30, 1922.

	Salary	Traveling Expenses	Total Expenses
Superintendent	$ 3,600.00	$ 676.55	$ 4,276.55
Deputy	2,500.00	121.70	2,621.70
Two Rural Supervisors	4,791.67	1,594.75	6,386.42
High School Supervisor	2,500.00	997.76	3,497.76
	$13,391.67	$ 3,390.76	.....
Clerk	1,270.00	.....	1,270.00
Stenographers	2,162.02	.....	2,162.02
Total Salaries	$16,823.69	.....	.....
Stationery and Postage	.....	.....	1,234.06
*Printing	.....	.....	5,491.02
Telephone and Telegraph	.....	.....	377.07
Supplies, repairs, drayage, express	.....	.....	640.58
Furniture and furnishings	.....	.....	73.50
			$28,030.68

* Printing covers cost of school registers, contract blanks, textbook price lists, report blanks, census reports, election notices, etc., to be used in schools or by the school officers of the state.

EXPENSES OF CERTIFICATION OF TEACHERS

(Paid entirely from fees for teachers' certificates.)

July 1, 1921, to June 30, 1922

Salary of Clerk	$1,753.00
Salary of Stenographer	232.75
Services of 21 graders of papers	2,379.42
Travel expense of state board of educational examiners	379.01
Total	$4,744.18

EXPENSES DEPARTMENT OF VOCATIONAL EDUCATION

(Paid from state and federal funds)

July 1, 1921, to JJune 30, 1922

Directors and supervisors	$ 9,546.30
Reimbursement to schools	21,617.61
Teacher training	11,923.34
Total	$43,087.25

NORMAL TRAINING IN HIGH SCHOOLS

Reimbursement to schools $21,256.25

Dugout near Broadus showing how one family makes it possible for two daughters to attend high school there. Four other families have constructed similar quarters for their children.

Public School Teachers Retirement Fund

The Montana teachers' retirement law was passed in 1915. Ever since that time there has been a growing interest in this law on the part of teachers who can qualify at an early date for the retirement salary. Under the present law one dollar is deducted from the salary of each teacher each month and paid by the district clerk to the state retirement fund. Any teacher with 25 years of experience (the last 15 in Montana) may apply for and receive a retirement salary of $600 a year continuing thru life.

On October 24, 1922 the records of the Public School Teachers' Retirement Fund Board showed:

Amount invested in the Teachers' Retirement Salary Fund at 6%	$167,358.16
Amount on hand for current expenses	8,714.83
Total amount paid to annuitants	57,910.50
Number drawing from the fund	70

Contributions to the fund together with the number drawing retirement salaries have been as follows:

	Amounts contributed to the Fund	Persons Drawing Allowances
1918	$32,787.57	....
1919	47,349.45	....
1920	64,510.53	43
1921	63,234.53	61
1922 Estimated about equal those of 1921		70

The ages at which teachers have retired vary from 41 to 80. The annual payments to the fund cannot be expected to increase appreciably. The number drawing retirement salaries will steadily increase. The low contributions to the fund and the long life expectancy of many who are drawing from it can result only in insolvency.

In addition to this weakness in the law there is considerable discontent among the teachers who are forced to pay into the fund and have no expectation of ever sharing in its benefits.

Park County—Before

To correct the faults in the present law the State Teachers Association at its last meeting voted to recommend that the present law be amended: (1) so that all the basic principles of a sound and equitable retirement law, shall be incorporated therein; (2) that every teacher's equity be legally safeguarded for the future; (3) that every legal means be utilized to rid the retirement system of the unjust inroads made upon the fund by those who have already retired before superannuation or incapacitation to engage in other lucrative employment or business; and (4) that every effort be made to secure adequate state support for a pension fund.

County School Administration

County Superintendent

As the people of rural communities and small towns see greater need for better schools for their children, greater demands are made on county superintendents. No longer is the position simply clerical, as in pioneer days when no one expected much of their schools. Today the county superintendent has responsibilities of such a nature as to demand a high degree of administrative skill in addition to superior educational qualifications. The school law enumerates the duties of the office as follows:

1. Instruct trustees and clerks of all school districts in their duties.
2. Hold trustees' meetings.
3. Hold teachers' meetings.
4. Act as truant officer.
5. Apportion all school moneys to school districts.
6. Decide all matters in controversy arising in his county in the administration of school law or appealed to him from the decision of school officers or boards.

Park County—After

7. Conduct hearings in case of controversies between teachers and trustees and make decisions as a result of such disagreements.

8. Change boundaries of school districts when necessary.

9. Pass, upon all petitions for the creation of new school districts.

10. Declares school districts abandoned under certain conditions.

11. See that a school census is taken in every school district

12. Keep a record of official acts.

13. Make annual statistical and financial reports of all schools of the county.

14. Visit the high school normal training departments and pass on the quality of work done.

In spite of the heavy and growing responsibilities of an administrative nature, the need of intelligent supervision of rural and village schools of the county is much more important. With a large proportion of the rural and village teachers untrained, with short tenure of position, meagre equipment, and the complex problem of one teacher instructing many grades, the need of efficient and close supervision is much greater than in city schools where all conditions are much more favorable to better teaching than in rural schools. The devotion of the county superintendents to the cause of better schools is perhaps without parallel in any profession or vocation. The hardships most of them endure, the long distances they travel and the difficulties they are called upon to adjust are little appreciated by the public generally. However, efficient supervision of instruction is not to be expected of county superintendents who have neither training nor experience in supervision until they are given assistance by the state rural school supervisors.

Next to equalization of financial support of schools, the greatest outstanding need for the improvement of schools of the state is a constitutional amendment requiring educational qualifications of county superintendents and taking the office out of politics. At the present any voter may be candidate for county superintendent. About a third of the county superintendents are normal school or college graduates. Anything less should be considered decidedly inadequate. During the last six years there have been a few county superintendents who have had less than the minimum academic and professional qualifications required of their teachers (two years of high school and twelve weeks of normal training); a few have had no teaching experience and have never held a certificate; a few have barely reached the age of twenty-one at the time of their election; a few have been out of the teaching profession for many years; and a few have had very limited teaching experience.

In 10 of the 39 states having county superintendents, the office has been removed from political influence by making the position appointive. In 8 of the 10 states county superintendents are appointed by a county board of education or its equivalent. In Delaware the governor, and in New Jersey the state commissioner of education appoint the county superintendent. In a few states they are elected at the time of the election of school trustees. In several states the requirements for county superintendents are as high as for city superintendents and the law specifically states that the appointments shall not be confined to candidates within the county or state. This is always true of city superintendents. Three states require as the minimum qualifications college graduation including at least a year of training in administration and supervision. Practcially all states require at least five years of successful teaching experience in elementary schools.

Accredited High Schools

In 1920-1921 the State Board of Education approved for accrediting 212 high schools.

Accredited High Schools 1920-1921

One-Year High Schools	19
Two-Year High Schools	51
Three-Year High Schools	26
Four-Year High Schools	116
Total	212

The probationary rating of high schools, for which provision had been made in July 1921, was put into operation for the first time in accrediting high schools for work done during the school year 1921-1922. Probationary rating indicates that a school does not fully meet the demands of the standards for accrediting; the delinquency, however, is not sufficient to warrant the dropping of the school from the accredited list. The placing of a school upon the probationary list shall in no way interfere with the apportionment to that school of money from the county high school fund; it is, furthermore, the recommendation of the State Board of Education that credits earned in schools given probationary rating be accepted for transfer to fully accredited high schools or for entrance to higher institutions of learning.

Accredited High Schools 1921-1922

One-Year High Schools	11	4	15
Two-Year High Schools	28	13	41
Three-Year High Schools	20	11	31
Four-Year High Schools	95	33	128
Total	154	61	215

Lincoln County High School, Eureka, Montana

It is evident that there is a diminishing number of one and two-year high schools and a noticeable tendency for communities to develop three and four-year high schools. This policy of building into eleventh and twelfth grade work usually finds justification in two commendable and potent reasons: More of the children of the community will be given opportunity for a high school education and they can be kept at home while the education is being secured.

Considerable injudicious expenditure of school funds for high school purposes has taken place in Montana districts and it seems appropriate at this point to inject a brief discussion of two or three important factors which should be considered by those who direct school policies.

In the first place, it should be realized that not only is the per pupil cost of high school education considerably higher than of elementary school education, but also the per capita cost is proportionately much greater for eleventh and twelfth grade work than for the first two years of high school. If the high school work is to be done efficiently—and if it can not be done efficiently it should not be attempted—the financial condition of the district should be such as to make possible the necessary expenditure.

In the second place, competent high school work cannot follow poor work in the grades. Consequently no plan of providing high school opportunities by subtracting from the efficiency of the grades can be successful.

Finally, since the high school is operated for the benefit of those attending, it follows that the enrollment must be sufficient to warrant the expenditure. High schools enrolling small classes are frequently inefficient and always expensive.

Cut Bank School

The purpose here is not to discourage the establishment or operation of small high schools. It is felt, however, that if financial conditions and visible enrollments in any given community are not such as clearly to warrant the establishment of a high school, provision for this phase of education had better be postponed.

High School Enrollment

In our high schools there were enrolled in 1921-1922, 18,514 pupils distributed by grades and by sex as follows:

Table 16.

HIGH SCHOOL ENROLLMENTS, 1921-1922

	Total 1919-1920	Boys	Girls	Total
Ninth Grade	5,805	3,614	3,797	7,411
Tenth Grade	3,386	2,282	2,863	5,145
Eleventh Grade	2,507	1,430	1,996	3,426
Twelfth Grade	1,654	994	1,538	2,532
Total	13,352	8,320	10,194	18,514

In 1919-1920 there were enrolled 5,805 ninth graders, 3,386 tenth graders, 2,507 eleventh graders, 1,654 twelfth graders—a total enrollment for the year of 13,352. It will be noted that not only has the enrollment in each grade of high school work increased, but the total enrollment is 38% greater than it was two years ago.

High School Attendance

The aggregate attendance of the 18,514 high school pupils reached 2,908,547 days or an average attendance of 157 days for each pupil enrolled. In 1919-1920 each high school pupil attended an average of 146 days. The percentage of attendance, however, was lower in 1921-1922 than in 1919-1920, the figures being respectively 95.4% and 95.7%. These percentages become all the more inexplicable when we realize that the percentage of attendance in our Montana public schools during this same period rose from 92% to 93.7%.

Browning School Plant, School Building Above; Dormitory and teacherage Below.

The Junior High School

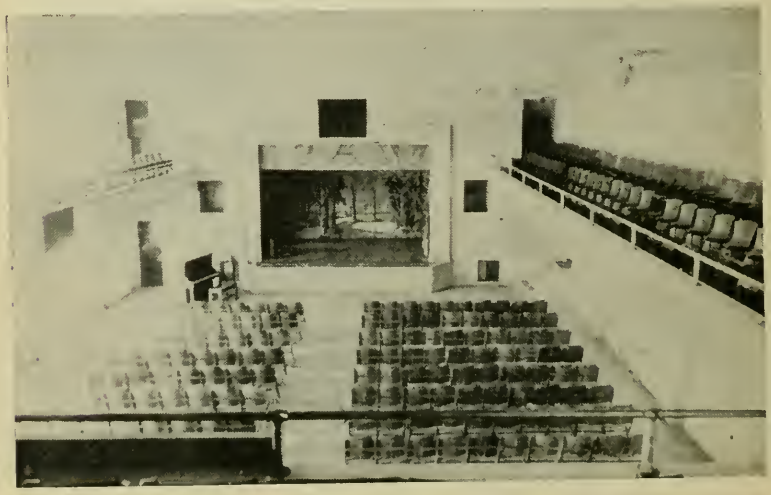
In Montana the junior high school movement has been making slow progress. In some schools there have been introduced into the seventh and eighth grades certain features of junior high school organization such as departmentalized instruction, lengthened periods, and more stringent educational requirements for teachers. In the large majority of our high schools laying claim to junior high school organization the similarity ends with the features enumerated above.

Chief among the causes for lack of development in this field may be mentioned unfavorable financial conditions and the dual-management of schools in towns where county high schools are located. The latter of these objections could probably be overcome by proper legislation; but, until the financial condition of the school districts of the state is materially bettered, it would seem unwise to recommend the general introduction of the junior high school plan. School districts capable of financing the project will do well to introduce the junior high school.

Vocational Education

During the past two years vocational education in Montana high schools has not progressed normally due in great measure to the financial difficulty in which many of the school districts found themselves. Lack of development has shown itself rather in discontinuance of departments already established than in reluctance to introduce new departments. It is encouraging to note that, where discontinued, vocational work has usually been temporarily interrupted, not permanently suspended; in the majority of cases school boards and school administrators are looking forward to the time when the vocational work may be reintroduced in their schools.

Even with this financial handicap the progress in that particular field of vocational education designated as Smith-Hughes work has been gradual and constant. Following is a summary of pupils enrolled and of reimbursements in Smith-Hughes work during the last three years such departments have been in operation.



Auditorium of Browning School.

Table 17.

ENROLLMENT AND REIMBURSEMENT IN AGRICULTURAL SMITH-HUGHES SCHOOLS

		1919–1920		1920–1921		1921–1922	
Name of School	Location	Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Belt Valley High School	Belt	16	$1,000	12	$ 1,000.00	20	$ 680.00
Big Sandy High School	Big Sandy					26	600.00
Chinook High School	Chinook			10	500.00	16	362.50
Dawson County High School	Glendive	22	1,000	13	1,000.00	20	417.00
Fairview High School	Fairview			14	500.00	28	308.00
Fergus County High School	Lewistown	38	1,000	28	1,000.00	28	1,000.01
Flathead County High School	Kalispell	29	1,000	23	1,000.00	32	1,000.00
Gallatin County High School	Bozeman	14	1,000	41	1,000.00	21	800.00
Geraldine High School	Geraldine			16	500.00		
Hamilton High School	Hamilton			24	500.00	35	399.00
Harlowton High School	Harlowton	18	1,000	20	1,000.00	28	1,000.00
Jefferson County High School	Boulder	15	1,000				
Lincoln County High School	Eureka			14	500.00	16	750.00
Manhattan High School	Manhattan					21	750.00
Moccasin High School	Moccasin					15	500.00
Powell County High School	Deer Lodge	27	1,000	17	1,000.00	29	1,000.00
Sheridan High School	Sheridan					23	500.00
Sidney High School	Sidney			12	306.43		
Wibaux County High School	Wibaux	21	1,000	24	1,000.00	17	880.00
Worden High School	Worden			26	500.00	24	600.00
Total		200	$9,000	294	$11,306.43	399	$11,546.51

*From State and Federal Funds.

Table 18.

ENROLLMENT AND REIMBURSEMENT OF ALL-DAY HOME ECONOMICS SMITH-HUGHES CLASSES

		1919–1920		1920–1921		1921–1922	
Name of School	Location	Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Dawson County High School	Glendive	29	$521.73	19	$428.56		
Fergus County High School	Lewistown	95	956.49	133	1,000	131	$ 900.00
Gallatin County High School	Bozeman	20	173.94	36	142.86	42	465.52
Geraldine High School	Geraldine			20	428.58	20	428.58
Wibaux County High School	Wibaux	13	347.84				
Total		157	$ 2,000	208	$ 2,000	193	$ 2,794.10

* From state and federal funds

Table 19.
ENROLLMENT AND REIMBURSEMENT IN EVENING HOME ECONOMICS SMITH-HUGHES SCHOOLS

Name of School	Location	1919–1920		1920–1921		1921–1922	
		Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Bozeman Public Schools	Bozeman					75	$150.00
Deer Lodge Public Schools	Deer Lodge					30	120.00
Helena Public Schools	Helena					32	120.00
Miles City Public Schools	Miles City					47	90.00
Thompson Falls Public Schools	Thompson Falls					30	90.00
Total						214	$540.00

* From state and federal funds.

Table 20.
ENROLLMENT AND REIMBURSEMENT IN ALL-DAY TRADE OR INDUSTRIAL SMITH-HUGHES SCHOOLS

Name of School	Location	1919–1920		1920–1921		1921–1922	
		Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Fergus County High School	Lewistown	61	$1,488.48	56	$1,800.00	44	$1,674.00
Flathead County High School	Kalispell	51	1,846.70	30	1,666.68	36	1,556.60
Lincoln County High School	Eureka					10	1,000.00
Total		111	$3,335.18	86	$3,466.68	90	$4,230.60

* From state and federal funds.

Table 21.
ENROLLMENT AND REIMBURSEMENT IN EVENING TRADE OR INDUSTRIAL SMITH-HUGHES SCHOOLS

Name of School	Location	1919–1920		1920–1921		1921–1922	
		Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Anaconda Public Schools	Anaconda	61	$216.00	20	$200.00	88	$ 296.00
Billings Public Schools	Billings			37	160.00		
Butte Public Schools	Butte	80	432.00	57	731.25	34	276.00
Custer County High School	Miles City	24	120.00	71	272.25		
Deer Lodge Public Schools	Deer Lodge					15	80.00
Great Falls High School	Great Falls	22	72.00	59	220.50		
Glendive Public Schools	Glendive					36	140.00
Havre Public Schools	Havre			22	224.00		
Klein High School	Klein	23	31.50				
Laurel Public Schools	Laurel					44	192.00
Miles City Public Schools	Miles City					78	210.00
Missoula Public Schools	Missoula			34	156.00	6	10.50
Park County High School	Livingston	24	108.00				
Powell County High School	Deer Lodge			30	158.00		
Thompson Falls Public Schools	Thompson Falls					24	72.00
Total		234	$979.50	330	$ 2,122	325	$ 1,276.50

* From state and federal funds.

Table 22.

ENROLLMENT AND REIMBURSEMENT IN PART-TIME TRADE OR INDUSTRIAL SMITH-HUGHES SCHOOLS

Name of School	Location	1919–1920		1920–1921		1921–1922	
		Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Butte High School	Butte	16	$379.50				
Sweet Grass County High School	Big Timber					35	$142.50
Total		16	$379.50			35	$142.50

* From state and federal funds.

Table 23.

ENROLLMENT AND REIMBURSEMENT IN PART-TIME GENERAL CONTINUATION SMITH-HUGHES SCHOOLS

Name of School	Location	1919–1920		1920-1921		1921–1922	
		Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Billings Public Schools	Billings	52	$ 333.30	35	$450.00		
Butte High School	Butte	105	716.50				
Fergus County High School	Lewistown	30	455.00	40	1,000	33	$1,000.00
Helena Public Schools	Helena			92	425.00	76	1,087.40
Total		187	$1,504.80	167	$ 1,875	109	$2,087.40

*From state and federal funds.

Table 24.

ENROLLMENT AND REIMBURSEMENT IN TEACHER TRAINING SMITH-HUGHES SCHOOLS

Name of School	Location	1919–1920		1920–1921		1921–1922	
		Enrollment	Reimbursement*	Enrollment	Reimbursement*	Enrollment	Reimbursement*
Montana State College	Bozeman	91	$15,980.11‡	84	$ 8,145.55	89	$ 7,804.28
Montana State University	Missoula	15	2,000.00	42	2.000.00	41	1,000.00
Itinerant teacher training by State Director				65	3,989.00	44	3,119.06
Total		106	$17,980.11	191	$14,134.55	174	$11,923.34

‡ Includes supervision.
*From state and federal funds.

Table 25.

SMITH-HUGHES SUPERVISION

	1919–1920	1920—1921	1921—1922
Agriculture	Not segregated from teacher training as shown in preceding table	$2,948.50	$3,442.09
Home Economics		2,122.56	2,300.00
Trades and Industry		2,199.99	2,190.00
Total		$7,271.05	$7,932.09

Table 26.
SHOWING SUMMARY OF DEPARTMENTS REIMBURSED

Departments	1919—1920			1920—1921			1921—1922		
	No. of Departments	Enrollment	Amount of Reimbursement*	No. of Departments	Enrollment	Amount of Reimbursement*	No. of Departments	Enrollment	Amount of Reimbursement*
All-Day Agriculture	9	200	$ 9,000.00	15	294	$11,306.43	17	399	$11,546.51
All-Day Home Economics	4	157	2,000.00	4	208	2,000.00	3	193	1,794.10
Evening Home Economics							5	214	540.00
All-Day Trade or Industrial	2	111	3,335.18	2	86	3,466.68	3	90	4,230.60
Evening Trade or Industrial	6	234	979.50	8	330	2,122.00	8	325	1,276.50
Part-Time Trade or Industrial	1	16	379.50				1	35	142.50
Part-Time General Continuation	3	187	1,504.80	3	167	1,875.00	2	109	2,087.40
Teacher Training	2	106	17,980.11‡	3	191	14,134.55	3	174	11,923.34
Total	27†	1,011	$35,179.09‡	35§	1,276	$34,904.66	42°	1,539	$33,540.95
Supervision						7,271.05			7,932.09
Total Including Supervision			$35,179.09			$42,175.71			41,473.04

* From state and federal funds.
‡ Includes supervision.
† Conducted in 18 separate schools.
§ Conducted in 26 separate schools.
° Conducted in 33 separated schools.

High School Normal Training Departments.

Six years ago Montana adopted the policy of giving special service to the much neglected rural schools of the state by training rural teachers in high schools. The results of this wise policy have been evident at the time of the most acute need. At the present time there are 234 graduates of these departments teaching in the rural schools of Montana, distributed over forty-five counties. While the training is inadequate, the high school graduates who go out from normal training departments are much better prepared to render satisfactory service in rural schools and are far more likely to seek further training because of their high school course than if they had not been given the training.

The increase in the number of high schools giving such courses has been gradual but steady, from seven high schools in 1917-18 to twenty-three in 1921-22. The number of graduates for each of the past four years has been as follows: 33, 66, 94, 120, all of whom have received second grade certificates, good for two years. In all there were enrolled last year 459 students in the junior and senior classes of these normal training departments.

For the purpose of mutual understanding as to the aims and requirements of the course, an annual two to four-day conference has been held by the state department of public instruction with the normal training teachers. For the further guidance of training teahers several bulletins and outlines are prepared and distributed by the state department each year.

Seventeen of the training teachers last year were college or university graduates and over half of them had had special training or experience in training teachers. Reimbursement from state funds, based upon the number of teachers, salary and proportion of time devoted to teacher training, were as follows:

Baker High School	$ 1,000.00
Belt High School	1,000.00
Butte High School	1,080.00
Carbon County High School	900.00
Chouteau County High School	832.50
Columbus High School	855.00
Conrad High School	900.00
Custer County High School	975.00
Fergus County High School	900.00
Flathead County High School	1,620.00
Gallatin County High School	975.00
Glasgow High School	900.00
Granite County High School	900.00
Havre High School	900.00
Jefferson County High School	618.75
Lincoln County High School	1,000.00
Park County High School	1,000.00
Roundup High School	950.00
Stanford High School	450.00
Teton County High School	850.00
Thompson Falls High School	900.00
Kibaux County High School	900.00
Wolf Point High School	850.00
Total	$21,256.25

Total reimbursements to high school since the normal training work was started in the state, the number of high schools offering the course and the number of students taking it are as follows:

TABLE 27—COMPARISON OF NORMAL TRAINING WORK BY YEARS.

	1917-18	1918-19	1919-20	1920-21	1921-22
State funds distributed to high schools	$5,168.63	$7,727.80	$13,556.85	$20,400.58	$21,256.25
Number of High Schools	7	12	20	23	21
Number of Students	57	147	245	337	430

Dormitory, Gymnasium in rear, Sumatra

Dormitories.

During 1921-1922 twenty-three dormitories were maintained. Of this number seven were in first and second class districts, eleven in third class districts, and five in connection with county high schools. Compared with the twenty-two dormitories maintained in 1919-1920 and twenty-four in 1920-1921 it will be seen that the number remained fairly constant. From data secured this year it would appear that the total number of dormitories in the state has dropped to sixteen, one county high school and six third class district dormitories having been discontinued.

The most important individual factor in the success or failure of a dormitory is the matron. Too frequently the only demands placed upon the matron have concerned the management of finance and of the kitchen. While these matters are of unquestioned importance it is fully as essential to the success of the dormitory that the matron should understand pupils, co-operate heartily with school authorities, and be imbued with refined social ideals. Without special training or valuable experience in these respects it can not be expected that the dormitory matron can easily meet such standards of efficiency as will insure the success of the dormitory.

District Administration.

As the burden of support of schools falls more and more heavily upon school districts while state and county support steadily decrease, the injustices of the district system become more and more clearly apparent. Never has there been a time in the history of the state when the inequalities were more pronounced. There is no logic in the time-honored argument that the district system is democratic. The very essence of democracy is equality. There can never be equality either in the opportunities offered children or in the taxes imposd under the district system in a state where the variations in per capita wealth are so great in different districts.

The one argument which has a slight semblance of soundness in behalf of the district system is that it fosters community pride and interest in education. If all districts possessed equal interest in their schools, and were equally able to support them, one might accept this as a sound argument, but it is a well known fact that there is total absence of community interest in just as many schools operating under the district system as one can ever find in a county having the county unit plan. There is nothing inherent in the county unit plan to prevent community interest. Where so great inequalities of wealth prevail as in the district system there can never be democracy.

The fact that over 1,500 children were furnished no school opportunities last year and over 10,000 with less than a six months' term means nothing to many people. To come in contact with such children and their parents as do the rural school supervisors and to receive letters from the parents pleading the rights of children in rural sections bring home the tragedy that these figures mean. The following notes and extracts taken from letters of parents and other examples of neglect are typical:

"When I read General Pershing's statement that there were 25 per cent of illiterates in the American army I would not believe it. I thought he was a fake but since I have been in this part of the country and tried so hard to get schooling for my children I have come to the conclusion that he was right."

"There are fourteen children in this neighborhood without a school. We have been trying for two years to get a school. Last July they allowed us $250 if we would build the school house and now that we

have built our own log school building they say there is no money for teacher's salary. That is the way we have been put off for two years. Sixteen miles from us are our school officers."

"We have no school for our children and if we move to town the school board charges $3 a month tuition for each child. Now I can't pay that for 5 children. Now if nothing can't be done for a school for our children we will have to leave Montana."

A sixteen year old boy was found this fall who for four years had had three months terms by walking five miles. The following four years there was no school at all; last year he had a seven months' term; this year the trustees said they would keep school open "as long as the money lasts," which would probably be about five months. When the boy was asked what grade he was in he replied, "I reckon I am about a third grader. You see I forgot most all I learned when the terms were so short."

This Fallon county mother drove a team 23 miles a day to get her three children to school and took with her two younger children who couldn't be left at home. She came 40 miles to a teachers' meeting so that she might get suggestions as how to help her children at home. When the county superintendent commented on the effort she was making to send her children to school she simply said, "They are all we have."

"Our kids haven't went to school much for six years. I tried to send them six miles to school but they couldn't stand to go that far. I don't like to be bitter but when one's children are growing up without any advantage whatever it makes one bitter."

"We have four children of school age but are unable to get school. We have had only eight months of school in four years, and for eighteen months no school at all."

"We have in this section of the distrcit twenty children go to school. Have a building but not sufficient money to hire a teacher this year. There is a law compelling us to send our children to school but how can we comply with the law when there is no school furnished."

Retrenchments and Sacrifices.

Probably no business in Montana has been more economically managed during the last two years than that of running the schools of the state. City school systems and county high schools, almost without exception, have cut down departments to where they were ten or more years ago. In rural districts there were no departments to eliminate so retrenchment in such schools was in securing cheaper teachers and cutting down the length of the school terms. Too much commendation can not be given to the majority of trustees and patrons in the state in the way they have sacrificed even the necessities of life to keep their schools running and their children in school. In hundreds of districts last year all expenses but teachers' salaries were eliminated, the patrons even donating the fuel and hauling. Teachers in many districts were asked not to order library books as required by law as that small library fund might be used for another week of school. The teachers caught the spirit of sacrifice and scores of them gave their services from one to several weeks in order that the children would not be deprived of any more school than necessary. Innumerable instances of harships might be cited—a mother in Fallon county driving a team twenty-one miles a day to get her children to and from school and taking with her three small children under school age who could not be left at home alone; a nine-year-old girl of Custer county riding horseback to and from school eighteen miles a day; an eighth grade boy of Rosebud county walking sixteen miles a day to get an education; a row of five dug-outs in the hillside near Broadus occupied by parents and school children who had no school opportunities in their own districts. (See picture on page 21.)

Extravagance and Profiteering Under District System.

While the majority of districts have had to retrench and patrons have sacrificed personal needs, there have been a few other districts that have had too much money, largely derived from corporation property within the district ,which our unjust tax laws prevent from being taxed in a way which will benefit all the children of the state.

In other districts the economic situation has been so acute for the past few years that trustees have yielded to the temptation to use the school fund almost as a poor fund for the support of their families and friends. These cases have, of course, been exceptional, but there have been a sufficient number to show the weaknesses of the district system in which there is practically no check on possible poor business management, selfishness or extravagance of school trustees. Below are a few examples of extravagance and profiteering:

A district with seven children of school age, located on main line of the railroad built in 1921 a new schoolhouse and teacherage costing $25,000. The school building contains an auditorium, two large class rooms, wide corridor, in-door toilets, two lavatories with hot and cold water and finished basement with furnace. The janitor, who was

paid $75 per month, was employed a month before the opening of school. For two months after the completion of the building school was still held in an old store building owned by the clerk and his wife, who was a trustee, and $25 a month paid them for rent of this building.

In March, 1922, a trustee applied to the other members of a school board for transportation of his one child one and one-half miles from town. He was granted $60 a month which was made payable from the preceding September.

A school board purchased for a very popular teacher a pearl necklace costing $30. There were insufficient funds in the school treasury to keep the school open more than seven months.

From September, 1916, to June, 1922, two trustees, a man and his wife, paid themselves out of district funds from $35 to $50 per month to transport their two children. It made no difference if a child was out of school for a month, they issued a warrant to themselves. These people drove daily a milk truck past another schoolhouse.

A woman from a neighboring state moved with her three children to a remote rural district in Montana and received $60 a month from the school district for transportation. The county superintendent learned of this arrangement and notified the county treasurer not to cash warrants for this family.

In one consolidated school in a joint district through which two railroads run the per capita cost of educating 24 children from one of these counties is $493. Though there are probably no irregularities in the management of this district, extravagance is practiced because of the excessive wealth of the district which is made up largely of corporation property.

A school board of a three-teacher school, dominated by one trustee, paid his brother-in-law, the princpial, $200 per month, the wife $100 per month and a daughter $95. The following year the principal's salary was raised to $300 and his wife to $150. Though this was two years ago the district has not yet recovered from its extravagance and the trustees were obliged this year to employ only two teachers.

Modesty School, Deer Lodge county, 29 pupils enrolled at one time in 1921-22. 9.1 square feet floor space per pupil. 82 cubic feet air per pupil. Window space 1-17 of floor space. Warrant for $395.29 issued clerk for digging well and supplies for same. Water could not be drawn from it after 6 months.

One family received $60 per month for the transportation of four children; another received $45 per month for 3 children. In the latter case all three children rode one horse to school during the entire term. In this same county one woman complained to the county superintendent, "The district got the census money for my children but do not want to pay me anything for my trouble to send my children to school."

One county superintendent wrote, "In one district the majority of residents are school officials. The wife of one of the trustees receives for her services as clerk $25 per month. One family was given all the repair work at exorbitant sums. The trustees who transported their children charged the district for horse feed which would have foundered the horse if he had been able to eat it. There was one warrant drawn for a horse blanket for $14. Such extravagance as this depleted the school funds before the end of the school year and neccessitated registering warrants. We have a new clerk who cannot read or speak the English language."

In one school district the clerk and trustees paid themselves $31 for attending school meetings last year.

Though it is contrary to law for trustees to have any pecuniary interest in the erection, repairing, furnishing or maintaining of schools, trustees and clerks frequently pay themselves for services rendered. The following is an example of common practice in some districts:

Warrant for Clerk for hauling		$ 30.00
Warrants for Trustee A,		
	Labor	13.00
	Hauling	94.76
	Janitor	20.00
		$127.76
Warrants for trustee B. Hauling		66.00
Total for two Trustees and Clerk		$223.76

One county superintendent gives this example of profiteering at school district expense: "The trustee is the chairman, his wife the clerk and their three children the beneficiaries . They live in town the greater part of the year and yet the wife draws her pay as clerk quite regularly despite the fact that all she has to do is to draw warrants in favor of some member of her immediate family."

In one district there was only one child of school age in the district whose board was paid for two years at a reasonable amount in a neighboring district where the child could get the ben fit of a large school. The second year school was started for another pupil, a five year old child of one of the trustees. The teacher was the sister of one trustee, daughter of another, and aunt of the child.

In one district trustees allowed the pupils living more than two miles from school seventy-five cents a day for going to school. In families where there were three or four children each child received the same, so that some families received as much as $3.00 a day. The county superintendent acknowledged that she over-stepped her authority when she ordered the county treasurer not to cash warrants for transportation in that district, but, she added, "Something had to be done, for at the rate they were spending the money, they could not have had a six months' term of school."

One woman has drawn $50 a month from the school district for the last five or six years for board money for her one child. This child spent two years in the eighth grade in order that this income might continue.

The chairman of a school board who moved with his family to another district to become station agent still received from the first

district $48.00 a month for the transportation of his children. One of the illegal warrants was written "for maintenance." He asked advice of both county superintendent and county attorney as to how he could "get around the law" without resigning from the school board. While this bit of profiteering at school district expense was going on and another trustee was also drawing $48.00 a month for transportation of his own children, a group of 12 or 15 children of that district were provided with no school opportunities, tho there was a good school house and a teacher could have been secured.

County Unit

The county unit law has been in effect long enough in Montana that its results can be very definitely observed in at least one of the three counties which have adopted that plan of school administration. The law went into effect in Montana at a most inopportune time when school costs, just as all other costs, were increasing. Consequently increases in the special levy in county unit counties have been attributed to county unit, when it is a fact that special district levies have become remarkably high in certain districts in all counties without the county unit plan. See page 51.

Montana's county unit law seeks to accomplish but two things, the equalization of the special tax for schools in all third class districts and the offering of as nearly as possible equal opportunities for children of such districts. It leaves with the trustees of the sub-districts the making out of budgets, purchasing of supplies, erection of buildings, election of teachers and issuing of all warrants upon district funds. The chief responsibility of the county board is the determination of the required uniform levy over the entire county unit necessary for meeting the requirements of the budget in order to afford every child an opportunity at a uniform term of school.

There is considerable satisfaction in reporting that there are communities in the three counties which have adopted county unit, Cascade, Carbon and Chouteau, where individuals whose taxes have been raised express themselves frankly as favoring the plan and commending the justice of it. There are those corporations paying increased taxes whose agents have agreed to the fairness of distributing funds from taxes where such funds are needed. They begin to see that even if inqualities may always continue to exist because of differing abilities of children, that certain opportunities over which children have no control should come reasonably near being equal.

There will probably always be other persons who selfishly think only of their own special tax levy which has been nothing or very low, and who can not put themselves in the place of the person whose children are growing up in ignorance. It may be expecting too much to suppose that they will ever willingly support a plan for providing a chance at an elementary education, at least, for every child upon a uniform levy for all taxpayers. The idea of democracy which such persons seem to have contemplates as a part of the plan special privileges for themselves. Fortunately this group is not large.

More tangible evidences than changing sentiment regarding the success of the plan are to be found. Cascade county is today taking care of all children with a nine months' term in every school on approximately the same funds as used before county unit went into effect, at which time the county had 167 children getting no schooling and over 500 children being offered six months or less terms of school. Children are now taking eighth grade examinations in districts in that county which were never known before to have anyone complete the eighth grade . Twenty-three schools have been closed temporarily be

cause of the small number of children to attend them, and arrangements have been made for sending the children to school in other districts. The buildings are not abandoned, and if larger numbers of children later appear in these districts, the schools will be reopened. In every case parents have been consulted and with but very few exceptions have agreed to the arrangements offered.

The standards of the teaching force have been raised and the holding power increased by the establishment of a salary schedule based upon successful experience and professional preparation.

One-half the valuation of Cascade county lies in one-fourth of the school districts. The great inequalities in taxing power have been equalized so that children are no longer made the helpless victims of this injustice.

Each county operating under county unit was able to begin the present school year with a good balance on hand.

Carbon and Chouteau counties have not been operating under county unit quite so long as Cascade. The drouth has affected tax delinquencies much more seriously in Chouteau county than in the other two counties, so that the levy and opportunities there do not make quite so good a showing as in Cascade county. In Carbon county the per capita valuation is very much lower than in the other two counties, due to the large number of small mining towns with low valuations where many children are to be found. Carbon county has always shown among the highest levies in the state even before county unit was adopted.

	Children in third class districts	Valuation of County Unit	Mills levy
Carbon	2,737	$ 6,500,000	27
Cascade	1,563	13,000,000	15
Choteau	1,454	10,500,000	17

Montana's county unit law is not without flaws. No new law causing the decided changes in financial management which the county unit law contemplates could be expected to operate perfectly at first. A few amendments were sought at the last session of the legislature but were denied. It is to be hoped that favorable action upon amendments may be secured at the approaching legislature so as to make the operation of the law a little more definite in several particulars. It has been proved, however, beyond a doubt that the law in its present form has operated to provide better school facilities for rural children in the three counties where it operates than other counties provide and on more reasonable levies than other counties have. See page 51.

It has been suggested that state support without county unit would largely eliminate financial problems in rural districts. It is hardly probable that any state support will, at least in the beginning, furnish more than twenty or thirty per cent of the revenues needed. Such being the case, the county must continue to bear its present share of needed revenues. If we should be fortunate enough eventually to adjust our plan for school revenues so as to place about one-third of the burden upon each, the state, county and school district, taking the state as a whole, it can readily be seen that a larger number of districts than now will need no special levy at all while districts with the excessively high levies now may be able to lower their levies to from 15 to 30 mills. Such levies would still be high in comparison with those in other favored districts. We might give more assistance than is needed in some districts and still leave others heavily burdened.

No form of state support can even partially eliminate existing inequalities in school district levies unless a part of the plan consists in the taxing of railroads, power companies and other such corporations by the state, the revenues from which to be distributed according to a uniform plan to all school districts and county high schools. Even then there would be differences in district valuations and necessary local levies, aside from that created by corporation wealth, but a large share of the inequalities would be removed. (See page 43.)

Another difficulty in the distribution of any form of state support in counties without the county unit plan so as to give most relief where it is really needed, lies in the great variations in business management which prevail in many districts. Without a county board especially qualified to pass upon school district budgets and empowered to regulate expenditures there can be no just distribution of state funds. The absurdity of entrusting the financial management of our biggest public enterprise to from 27 men in our smallest county to over 500 in our largest county, with varying degrees of ability in managing their own affairs, forces itself upon one when considering how any form of state support can be justly administered so as to equalize advantages of children. What commercial concern would think of such absurd management of a business handling millions of dollars in the aggregate?

Some one suggests county commissioners can scrutinize the budgets and effect better business management than we now have. They might do so in some counties if their time were not fully occupied with other responsibilities and if they would always be willing to risk the displeasure of communities by taking drastic action when it is needed. But just how a board chosen for other qualifications can resolve itself into an educational board to determine salaries which may be allowed teachers based upon extent of education and experience as well as upon teaching skill, and to decide how much shall be allowed for transportation in one district and why the next district may not have as much for transportation or why this family may not have their house rent paid if they move to town—just how a board of county commissioners can determine all of these things which must be settled before a district special levy may be justly fixed is difficult to see.

These are some of the responsibilities which county unit board members have and to which they are obliged to give constant and careful study. If any board member does not do his work satisfactorily to the people, the voters of the several sub-districts in his subdivision may find another person for his successor at the school election when his term expires. It is doubtful if county commissioners on the whole would have the time or the inclination to give attention to these important matters.

There can be no question that the state must assume responsibility and by some other means of revenue than a property tax, but the problem of determining how the hundreds of children now reaching no school are to be educated, is a serious one. Those who live in favored localities, have no conception of the enormous distances hundreds of families are from any school. Only a board whose sole problem it is to study each case and decide upon its merits can make it possible to provide educational advantages where none now exist. When one talks about the distribution of school funds on teacher and attendance bases, he must not ignore the children who have never had a teacher and whose names are not to be found on any school register to be counted in school attendance. It is these children whom any plan for state support must not ignore, and yet the majority of the people in this state only vaguely comprehend what this means, for they haven't seen the problems of the county superintendents and of

remote rural sections. They know only the well traveled highways and the good looking rural school buildings. They can't put themselves in the places of families six, eight, ten or fifteen miles from a school, without means to place their children in school away from home. The unfairness of the district system makes little or no appeal to most persons whose children are always provided with a nine months' term of school upon a levy of ten mills or less. They fail to recognize the injustices of the district system which compels some districts to pay as high special levies as fifty and sixty mills while others pay nothing, and leaves over ten thousand children with short terms.

The county unit provides a uniform levy for third class districts and as nearly as possible a uniform term. Until its provisions can be better understood by those whom it is designed to help, its adoption should perhaps proceed slowly. In the end it seems the justice of the plan must appeal to all thinking people concerned with the welfare of rural children.

School Elections

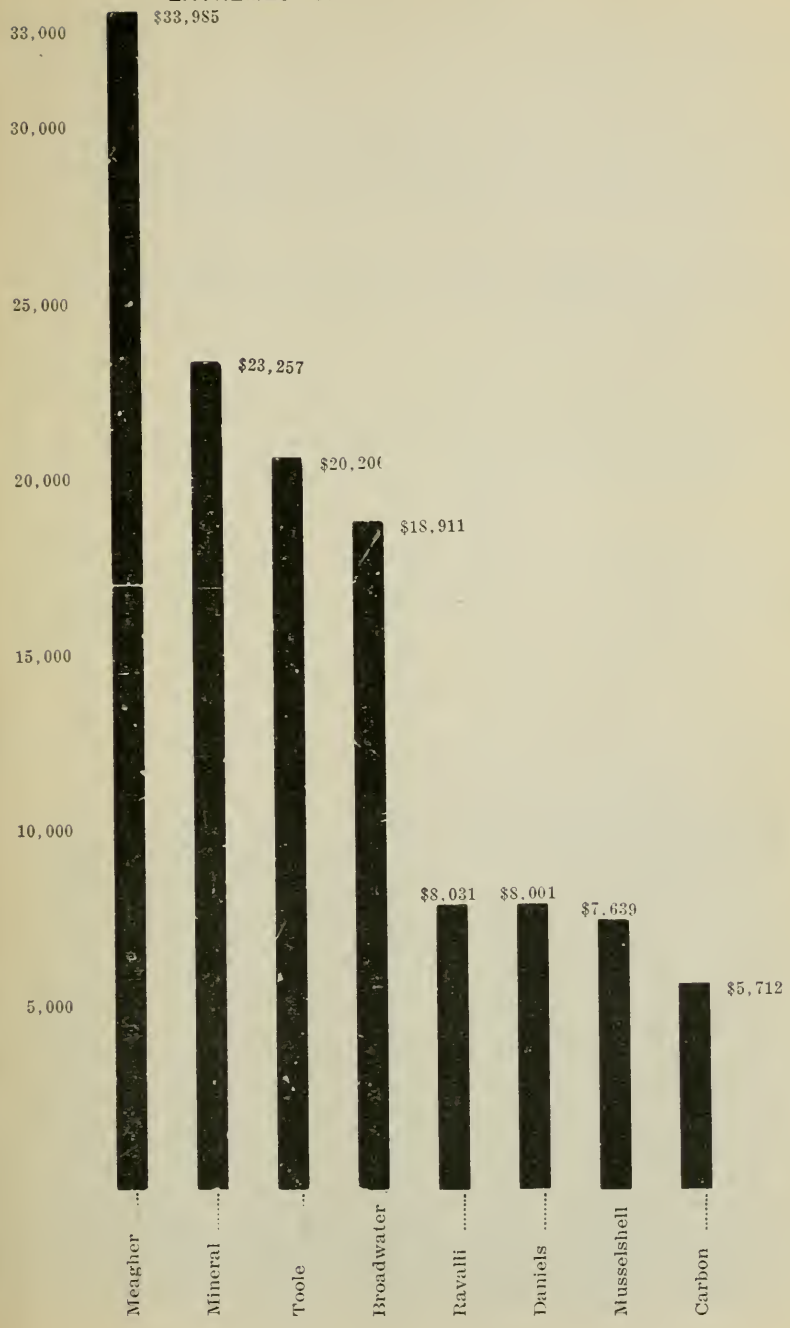
For some years it has been a problem in many of the counties in the state to arouse school patrons of certain districts from their indifference and apathy to hold their annual school elections. In 1918, there were 112 such districts, in 1920 there were 214 and in 1922 there were 168. This last year 63 districts had not held school elections for two years and 30 districts for three years. For five years Cascade, Park and Sweet Grass counties have had an especially large proportion of districts that have held no elections. During the last two years many districts in Beaverhead, Fergus, Richland and Toole counties have shown similar indifference toward the welfare of their schools. Such districts are the exception rather than the rule since over 2,000 districts regularly hold school elections.

Standardization of Schools

During the last biennium school districts have made such a struggle to keep their schools running that very little has been done in most districts to improve the equipment and physical plant. As these two items and general up-keep are important factors in standardization, a comparatively few schools have become standard during the last two years. The following, however, should be added to the list of standard schools as given in the 1920 Biennial Report:

County	School	Teacher
Beaverhead	Argenta	Jessie Williams
Beaverhead	Briston	Viola Braun
Beaverhead	Nelson	Irene Seidenick
Beaverhead	Nicholia	Gertrude Zerr
Big Horn	North Bench	Violet Alexander
Custer	Pennel Creek	Edna P. Baker
Custer	Paragon	Lena Ulrich
Deer Lodge	Blue Eyed Nellie	Mrs. Minnie McGrade
Fergus	Wild Rose	Mrs. Laura Nave
Gallatin	Sedan	Mary M. Sloan
Lewis and Clark	Longview	Mrs. Irene Phillips
McCone	Burch	Mrs. Ola Harrison
McCone	Dirty Creek	Harriett Austen
McCone	Stony Butte	Helene Hubing
Park	Palmer	Effie D. Parker
Pondera	Abbott Lake	Nora McCall
Powder River	Durst	Mrs. Valesca Gaar
Stillwater	Beaver Creek	Mrs. Mina Steinbrink
Stillwater	Merrill	Maurine Nelson

EXTREMES OF VALUATION PER CHILD



Homes for Teachers

In Montana there are 2,758 one and two-teacher schools. For these schools there are 320 district-owned teacherages, and 57 buildings that are rented by the district.

The schoolhouses are being used as homes for teachers in many rural districts. In 150 school buildings separate rooms have been provided for the teacher which arrangement is sometimes very convenient and more satisfactory for experienced teachers than a distant boarding place. But 116 teachers are living in the classrooms, a plan which is not satisfactory in any particular and which interferes with the work of the school.

Of the 122 teachers who lived outside of the district in which they taught, 57 were obliged to do so in order to find a place to live. It is evident that the housing of the teacher is a serious problem in many rural districts in Montana.

	1919-20	1921-22
No. of one and two-teacher schools	3,166	2,758
No. of district owned homes for teachers	266	320
No. of homes for teachers rented by district	44	57
No. of teachers living in school rooms	96	116
No. of teachers living in separate rooms in schoolhouse	125	150
No. of teachers residing in boarding houses or private homes	3,131	1,886
No. of teachers residing outside of districts	133	122
No. o fteachers who must reside outside of district	42	57

Summer Schools

The encouraging record of improvement during the last two years in the qualifications of Montana teachers, especially rural teachers, is probably partially due to the availability of summer schools maintained at the several institutions of the University of Montana and the regional summer schools affiliated with the State Normal College and located at Lewistown, Miles City and Billings. Two years ago 13 per cent of the teachers attended Montana summer schools, last year 23 per cent.

The past summer the enrollment of teachers exclusive of other students at the several schools was as follows:

Modest but modern school building in Granite County.

State University, Missoula	202
State College, Bozeman	58
State Normal College, Dillon	626
Lewistown	164
Miles City	195
Billings	167
Total	1,412

Doubtless there were other teachers at Missoula who were enrolled but were not working for certificate credit. At Lewistown and Miles City, where high school work was offered, there may have been teachers, who have not yet completed high school, enrolled for those courses.

It is interesting to note the per cent of elementary school teachers in each county who attended the summer schools at Dillon or the regional summer schools affiliated with the State Normal College, where practically all the training for elementary teachers was conducted.

Table 28.

SHOWING PERCENT OF ELEMENTARY TEACHERS ATTENDING SUMMER SCHOOL IN 1922.

Counties With High Records		Counties With Low Records	
*Custer	89%	Liberty	6%
Golden Valley	54%	Sweet Grass	6%
*Yellowstone	53%	Sanders	7%
*Beaverhead	44%	Dawson	8%
*Fergus	41%	Toole	8%
Ravalli	40%	Wbiaux	8%
Treasure	38%	Blaine	9%
Roosevelt	37%	Granite	9%
Daniels	35%		
Wheatland	33%		
Rosebud	32%		

*Counties in which summer schools were held in 1922.

Augusta Consolidated School

Consolidation

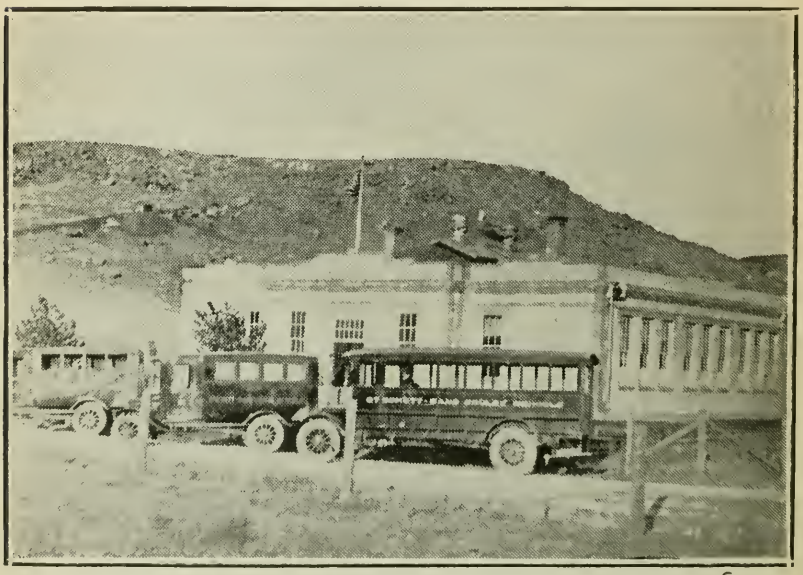
In 1920-21 there were 86 consolidated schools in Montana, 19 in the open country and 53 in small towns.

The problem of transportation is by far the greatest in connection with consolidation in Montana. The average distance the 3,293 pupils transported go was 4.3 miles one way but there was a variation in the distance pupils are transported from a few miles to 8 or 10 miles. The longest distance for transportation was 18 miles. The number of pupils for each conveyance averaged 20.6. The cost of transportation varied from 15 cents to 83 cents per pupil per day, the average being 33 cents.

Unfortunately in the majority of districts drivers of conveyances are selected by competitive bids which does not always insure a responsible citizen to take care of the children under his charge. Drivers' salaries ranged from $21.00 to $125.00 per month, the average being $93.30. In only a few districts are drivers required to give bonds, the amount varying from a few dollars to $2,000.

The teachers of consolidated schools are usually much better trained than are teachers of small rural schools; in fact the training of the former is considerably better than that of the teachers of the state as a whole.

In 1920-21 national standard tests in reading, arithmetic, spelling, language and penmanship were given to the pupils of 11 consolidated schools and 34 one-teacher schools chosen at random, to determine the comparative results of school work in these two types of schools. In practically every subject and every grade the pupils of one-teacher rural schools were from half a year to a year behind the children of consolidated schools.



Stockett-Sand Coulee Consolidated High School. (Located in open country midway between the two towns.)

Table 29.

EXTENT AND COST OF TRANSPORTATION, 1921-22.

	Rural	Other Third Class Districts	1st and 2nd Class Dists.
No. Schools Furnishing Transportation	165	95	57
No. of Children Transported	943	2,016	2.331
Median Distance (in miles)	4.2	4.5	5.5
Median Wage Paid Drivers (No indication whether or not conveyance furnished)	$54.50	$80.44	$101.67
Cost per mile	.0324	.0446	.0462

V. REVENUES AND EXPENDITURES

Revenues

Until 1921 all of Montana's state school funds were derived from the income from the sale of state lands. In that year the legislature designated that one-third of the gasoline tax should be apportioned to the public schools. This has amounted to about fifty cents per census child, not a sufficient amount to help any district out of its difficulties, but enough to establish the principle of the importance of increased state support for public education.

Montana's income for school funds from state lands promises to increase steadily now that it has been better protected thru the constitutional amendment passed at the election in 1920 requiring all interest from such school funds, whether invested or uninvested, to be set aside for the schools, 95% to be distributed annually, and 5% to

School House with teacherage in rear. Park County.

be placed to the credit of the permanent funds. With this prohibition of the diversion of any of the income from funds for land office expense or to the general funds of the state, as had been done previous to the adoption of the above mentioned amendment, there appears to be no reason why, with careful investment of funds now on hand, and conservative disposal of the four and one-half million acres of state land yet unsold, Montana may not eventually establish one of the most substantial endowments of public education of any of the states of the union.

The state apportionment from this income was seriously decreased for the school year 1921-22 owing to many delinquencies in the payment of interest upon farm loans. It will perhaps be several years before the income from farm loans will be normal. The state land board is pursuing a conservative policy in regard to farm loans until such time as such investments are more remunerative.

The funds on June 30, 1922 amounted to $21,702,100.48. Of that amount $7,235,869.52 is invested in bonds and other securities; $9,812,-204.00 is in deferred payments; $4,566,874.48 in farm loans and the balance on hand on that date was $87,152.48.

Montana is among the states providing less than 10% of the support of public education, as will be seen from the following data compiled by the U. S. Bureau of Education:

Alabama	51.3	Nebraska	6.6
Arizona	18.7	Nevada	26.6
Arkansas	23.7	New Hampshire	8.7
California	20.4	New Jersey	35.6
Colorado	9.0	New Mexico	17.6
Connecticut	12.3	New York	12.1
Delaware	35.3	North Carolina	30.1
Florida	7.2	North Dakota	12.1
Georgia	43.5	Ohio	7.3
Idaho	9.7	Oklahoma	7.5
Illinois	8.7	Oregon	4.8
Indiana	10.6	Pennsylvania	15.9
Iowa	1.5	Rhode Island	5.2
Kansas	2.3	South Carolina	15.8
Kentucky	37.1	South Dakota	16.6
Louisiana	24.5	Tennessee	17.8
Maine	35.6	Texas	54.0
Maryland	41.6	Utah	31.5
Massachusetts	12.3	Vermont	33.1
Michigan	17.1	Virginia	36.7
Minnesota	19.5	Washington	18.1
Mississippi	52.1	West Virginia	6.4
Missouri	11.9	Wisconsin	15.6
Montana	9.9	Wyoming	24.3

It should be noted that several of the states in this group, as Massachusetts, New York, Pennsylvania, Louisiana, Arizona, Utah, California, and Washington, effected their increases so recently that the full force of them is not seen in the figures given in the paragraph for 1920.

These funds are provided in different ways by different states. Often a state levy upon property furnishes the revenues; sometimes state appropriations are provided, and in others corporation, income, inheritance, or public utilities taxes are set apart for the schools in addition to income from state lands.

The following table shows contrasts in the amount of state support given by four western states:

Table 30.

STATE SUPPORT OF SCHOOLS, 1921-22

State	Amount St'te Sch'l fund	How raised	Distribution per capita	Percent of total school expense borne by state
Utah	$ 3,250,000	4.7 mills and state lands	$23.90	33 1-3%
Washington	5,277,164	State tax and state lands	$22.80	25%
California..	15,679,000	Inheritance and corporation taxes and state lands	$700 per teacher $4.50 per pupil in av. dy. att.	40% Elem. schools 15% High schools
Montana....	785,082 80,000	Income school lands Gasoline Tax	$4.90 .50	6.6% State

School Building at Culbertson for Grades and High School

The striking inequalities of educational opportunity found in different parts of Montana can be directly traced to the small responsibility the state is taking in the support of public education and the heavy burden the local districts are bearing. By referring to school attendance on page 11 it will be seen that over 10,000 children in the state had less than six months terms of school last year while over 4,000 had less than four months terms and over 1,500 were unable to reach any school at all from their homes.

The map found on the next page shows the contrasts in district special levies and also the contrasts between counties in the support required for the public schools. The high levies do not indicate that the districts with such levies necessarily have long terms of school. More often the valuations of such districts are so low that only short terms of school can be provided while the low levies or no levies at all usually indicate districts with railroads or other corporation wealth where funds are easily provided and money is many times spent carelessly because of its abundance.

As long as Montana continues to draw so large a percentage of its school funds from its smallest unit for taxation, it will continue to neglect hundreds of its children and to impose very unequal tax burdens upon its citizens. The tendency has not been toward improvement on this point, as will be seen by the following figures:

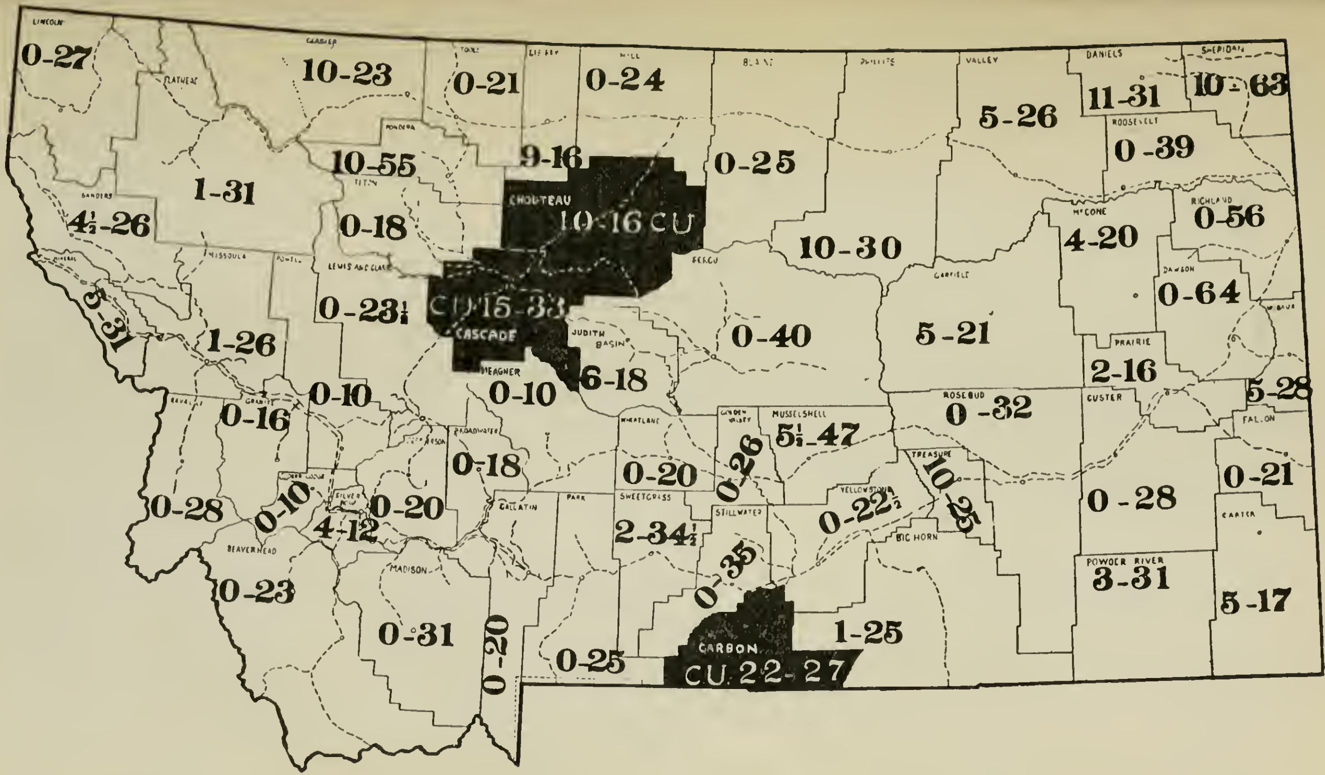
	1914-18	1920	1922
District tax	62.5	54.2	71.2
County tax	22	32	19.1
State funds	12.8	8.3	6.6
Other sources such as fines	2.7	5.5	3.1
Total	100.0%	100.0%	100.0%

The district support was temporarily lowered for a short time when the county levy was increased from four to six mills, the result of which is shown in the figures for 1920. The relief thus afforded, however, was only temporary, as the percentage of state support was steadily decreasing. County valuations have gradually decreased also, so that the six mill county levy for schools has shrunk until there has been no other means to provide school support except by voting higher and higher district levies.

In the 1921 assessment the total taxable (percentage) valuation of the state was $495,678,376. Of this valuation, $15,748,118 or about 3% was paying no special school tax whatever and $34,626,464 or 6½% had a levy of only 5 mills or less. At the same time, $29,787,304, or about 5⅔% was carrying a special school district levy of over 25 mills, several districts having a levy of over 50 mills.

While the greatest inequalities exist in third class districts, tax burdens are by no means uniform in first and second class districts. There are none in which special levies are lower than 5 mills, but 14% of them pay a special school tax of over 25 mills.

Certainly no one can argue honestly that the present enormous special levies in hundreds of school districts should continue. Neither can a fair minded person maintain that children should continue to be neglected as they are now being neglected. Nor can any one maintain that the high special levies indicate extravagance. The lack of funds in many of the districts with the highest levies precludes any possibility of extravagance and only indicates the faith of a community in the value of education and their determination to give opportunities to their children even at great personal sacrifice. A solution must be sought which will provide revenues from larger units of taxation and which will relieve the unreasonable load now being carried by some school districts in practically every county in the state.



The figures in each county show the high and low special tax levies for school districts. For instance in Beaverhead county the lowest special district levy is 0 and the highest is 23 mills. Counties in black have adopted the county unit plan of administration of their rural schools. This plan provides a uniform levy marked C. U.

Table 31.

SHOWING COUNTY APPORTIONMENT PER CENSUS CHILD, 1922

Beaverhead	$24.00	Madison	21.01
Big Horn	13.79	Meagher	44.80
Blaine	16.57	Mineral	60.05
Broadwater	26.83	Missoula	14.04
Carbon	9.93	Musselshell	11.04
Carter	10.31	Park	19.81
Cascade	19.66	Phillips	11.27
Chouteau	18.35	Pondera	15.32
Custer	18.76	Powder River	13.84
Daniels	12.07	Powell	26.56
Dawson	11.28	Prairie	25.13
Deer Lodge	20.32	Ravalli	10.75
Fallon	16.17	Richland	9.66
Fergus	14.97	Roosevelt	11.30
Flathead	14.95	Rosebud	23.94
Gallatin	21.13	Sanders	27.80
Garfield	16.63	Sheridan	11.64
Glacier	13.98	Silver Bow	13.91
Golden Valley	20.56	Stillwater	13.65
Granite	22.84	Sweet Grass	27.58
Hill	13.97	Teton	19.94
Jefferson	24.68	Toole	21.16
Judith Basin	22.96	Treasure	18.36
Lewis and Clark	22.37	Valley	16.07
Liberty	15.36	Wheatland	26.65
Lincoln	19.49	Wibaux	11.91
McCone	22.21	Yellowstone	16.07

Expenditures

Tho the increase in all school expenditures during and since the war has been abnormal, as in every other enterprise in the state and nation, the increase in school maintenance costs from 1920-1922 was the smallest that it has been during any biennium during the past ten years. Similarly the increased cost in school buildings for the past four years has been less than for any two-year period, except one, during the past decade. The greatest per cent of increase in school expenditures from 1920-22 is for bonds, a great part of which were funding bonds. These were the result of an emergency law, passed by the last legislature to allow school districts to fund warrant indebtedness incurred for maintenance for the one year.

It is unreasonable to expect only a normal increase in school expenditures since 1914, or to expect the percentage of increase to be in proportion to the increase in enrollment, attendance, number of teachers employed or number of school buildings. These enter in as the figures below indicate:

	1914	1922	Percent Increase
Enrollment	85,782	122,380	42
Attendance	63,686	98,815	53
Number teachers employed	3,778	6,096	61
Number school buildings	2,104	3,655	74

Only a part of the story of increase in the cost of education due to growth of schools is shown above. Tho the entire school enrollment increased only 42 per cent, the high school enrollment during that period increased 184 per cent. Much of the increase in school costs can be traced to the growing interest in high school education during the past four or five years. High school per capita costs in Montana county high schools are 36% higher than the average per capita costs in elementary schools of the state. The costs in smaller high schools are perhaps higher than in county high schools.

Table 32.

PER CAPITA COST OF ELEMENTARY EDUCATION 1921-22.

Maintenance Includes All Current Expenses Except for Capital Outlays and Liquidation of Debts

Counties	Maintenance	El. Enroll.	Per Capita Cost
Beaverhead	$ 131,506.87	1,235	$106.48
Big Horn	128,505.88	1,464	87.77
Blaine	127,621.87	1,613	79.12
Broadwater	56,162.41	552	101.74
Carbon	249,795.00	3,542	70.52
Carter	53,437.05	895	59.70
Cascade	536,442.43	6,473	82.87
Chouteau	254,613.04	2,325	109.51
Custer	157,418.67	1,975	79.70
Daniels	83,968.04	1,061	79.14
Dawson	143,775.06	1,961	73.31
Deer Lodge	134,768.30	1,536	87.73
Fallon	71,253.89	1,100	64.77
Fergus	414,865.20	4,864	85.29
Flathead	250,135.03	4,001	62.51
Gallatin	243,360.57	2,841	85.66
Garfield	108,699.70	1,052	103.32
Glacier	98,136.52	712	137.83
Golden Valley	68,070.46	695	97.94
Granite	50,601.96	680	74.41
Hill	152,443.37	2,268	67.21
Jefferson	75,172.60	835	90.02
Judith Basin	139,939.67	1,623	86.22
Lewis and Clark	256,064.59	2,467	103.79
Liberty	51,552.00	544	94.76
Lincoln	112,069.05	1,381	81.15
McCone	82,352.97	906	90.89
Madison	122,397.57	1,365	89.66
Meagher	50,805.74	414	122.71
Mineral	61,910.31	398	155.55
Missoula	335,155.79	3,700	90.58
Musselshell	165,098.54	2,185	75.55
Park	160,011.75	1,828	87.53
Phillips	133,111.73	1,810	73.54
Pondera	102,467.03	1,181	86.76
Powder River	74,965.10	794	94.41
Powell	90,163.49	960	93.92
Prairie	72,664.90	841	86.40
Ravalli	138,596.27	2,177	63.66
Richland	174,945.39	2,010	87.03
Roosevelt	150,448.60	2,068	72.75
Rosebud	162,185.12	1,438	112.78
Sanders	114,494.15	1,049	109.14
Sheridan	174,411.10	2,174	80.22
Silver Bow	584,340.80	6,689	87.35
Stillwater	125,785.06	1,608	78.22
Sweet Grass	78,949.50	923	85.53
Teton	124,068.43	1,264	98.15
Toole	87,188.50	780	111.78
Treasure	40,760.90	465	87.65
Valley	189,022.35	2,212	85.45
Wheatland	100,584.49	1,103	91.19
Wibaux	57,604.89	815	70.68
Yellowstone	387,248.26	6,159	62.87
Totals	$8,292,117.96	99,011	$83.74

"The increase in the cost of education since 1890 has been principally due to increases in school attendance and depreciation of the dollar. The schools of the country can not be held financially responsible for either of these. They were not responsible for the fact that between 1890 and 1920 there was an increase of 139 per cent in their burden due to growing attendance, nor for the fact that $290 were required to buy what $100 purchased in 1890.

When these two factors are eliminated there is not a great deal of the increase shown at the beginning in each decade to account for. Practically all of it has been swallowed up by the decreasing purchasing power of the dollar and the increase in the number of children who are attending our schools. The growing complexity of our civili-

zation and the loss in influence of some of our most cherished institutions, thus throwing an additional burden upon our public-school system, would have justified vast sums being devoted to the single purpose of increasing the efficiency of the instruction received in our schools. Such sums have not been forthcoming. In reality education has been starved insofar as any provision has been made for an improvement in its social effectiveness. No substantial financial provision has been made to meet the steadily increasing requirements that public opinion demands. The average layman fails to realize these facts, however, unless they are clearly and repeatedly stated. It is the duty of sound educational statesmanship to make the facts known."—Bulletin One, Research Department, N. E. A.

Purchasing Power of the Dollar by Decades, 1890 to 1920

Year	Index Numbers
1	2
1890	100
1900	99
1910	132
1920	290

The figures in the table above are a combination of the price index numbers for these years of R. G. Dun & Company, the U. S. Department of Labor, and Burgess in Trends of School Costs. See the Journal of the National Education Association, June, 1922, page 252, for a fuller discussion of the derivation of these numbers.

The figures show that in order to purchase what $100 would buy in 1890, $99 was necessary in 1900, $132 in 1910, and $290 in 1920.

Bulletin One, Research Department, N. E. A.

The United States Department of Labor in its most recent reports (November 1922) gives for the increased cost of living from 1913 to June 1922, 66.6 per cent. The increased cost in school expenditures in Montana must be credited to this increased cost of living as well as to the increase in the growth of schools. Just how much these two combined factors play in the increased cost of our public schools is indicated in the increase in the cost of various items from 1914 to 1922 for which the school must pay:

	Per cent increase 1914-1922
Total cost of fuel, water, light, etc.	221
Cost of fuel, water and light per teaching position	99
Total cost of supplies and stationery	209
Cost of supplies and stationery per teaching position	92
Total wages of janitors and engineers	167

It should not be forgotten that the public schools are suffering from conditions which are embarrassing all public and private enterprises. Expenses connected with every business undertaking have increased tremendously. This condition will not continue indefinitely. Adjustment of industrial and economic conditions will come. In the meantime the curtailing of some expenses has been inevitable. While retrenchment seems absolutely necessary in the present emergency, let no one suppose that it can be practiced long without permanent injury to our standards. Education of the children cannot be abandoned. Efforts to lower expenditures must not result in robbing any child in Montana of an opportunity to secure a fundamental education. The only safeguard of a democracy is universal education.

P

STATISTICAL REPORT OF THE SCHOOL DISTRICTS IN MONTANA, FOR THE YEAR ENDING JUNE 30, 1922

County	No. of Children Between the Ages 6 and 21 Years	Boys	Girls	Under 6 Years Age	Boys	Girls	No. of Children Between 8 and 15 Years in the District Oct. 1, 1921	No. Such Children Attending the District School for Entire Term During Year Ending June 30, 1921	No. Attending School Elsewhere or Instructed at Home the Entire Year	No. Between 16 and 21 not Graduates of High School or Equivalent	No. Persons 16 Years of Age and Above Who Can Neither Read Nor Write	Number Days Actually Taught: Kindergarten	Number Days Actually Taught: Elementary	Number Days Actually Taught: High School
[illegible]	[illegible]	[illegible]	1 066	506	432	74	1 176	904	27	93		182 0	172 6	176 2
[illegible]	[illegible]	[illegible]	[illegible]	91	190	423	1 475	1 260				139 0	171 4	179 0
[illegible]	[illegible]	[illegible]	1 273	1 114	586	521	1 377	1 248	152	139			155 0	171 4
[illegible]	[illegible]	[illegible]	440	38	162	191	542	256	57	62			164 3	172 2
[illegible]	[illegible]	[illegible]	[illegible]	203	1,103	1 101	1 238	3 093					177 1	174 3
[illegible]	[illegible]	[illegible]	[illegible]	534	272	262	785	671	105	306			137 7	177 0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,217	2 056	5 794					182 0	159 5	149 4
[illegible]	[illegible]	[illegible]	[illegible]	1 716	676	840	2 079	1 737	190	256	11		165 0	176 9
[illegible]	[illegible]	673	1 537	1 377	748	631	1 556	1 374	370	256			174 3	172 0
[illegible]	[illegible]	664	726	524	102	422	540	515	44	123	60		151 5	172 5
[illegible]	[illegible]	1 732	[illegible]	1 497	723	76	1 620	1 542	123	149			161 9	177 5
[illegible]	[illegible]	567	[illegible]	1 186	734	725	2 066	1 395	4	5			191 1	191 0
[illegible]	[illegible]	744	722	716	363	154	546	718	74	191	69		141 7	176 6
[illegible]	[illegible]	935	[illegible]	1 113	1,663	1 450	1 274	2 366	553	506	25	84 0	167 8	181 1
[illegible]	[illegible]	39	[illegible]	[illegible]	1,423	1 415	1,725	3 145	279	365			177 0	177 7
[illegible]	[illegible]	[illegible]	2 17	2 014	311	1 050	2 520	2 123	191	143			177 9	174 [illegible]
[illegible]	[illegible]	290	[illegible]	509	437	352	528	738	56	140	3		139 4	171 5
[illegible]	[illegible]	[illegible]	[illegible]	171	377	315	721	341		215	560		152 1	170 [illegible]
[illegible]	[illegible]	[illegible]	[illegible]	631	318	270	795	176	49	63			167 7	17[illegible] 5
[illegible]	[illegible]	13	183	432	214	218	787	565	4	95			168 6	172 [illegible]
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[illegible]	[illegible]	[illegible]	597	447	301	227	794	625	63	62			179 4	150 0
[illegible]	[illegible]	[illegible]	21	550	174	136	1 307	1,253	157	165			170 1	176 5
[illegible]	[illegible]	[illegible]	446	2 041	1 909	1 002	2 654	247			141	189 0	181 4	157 [illegible]
[illegible]	[illegible]	[illegible]	349	449	25	214	364	515	72	86			151 7	171 1
[illegible]	[illegible]	[illegible]	1 062	1 038	558	700	1 249	1 093	51	92	7		169 9	171 [illegible]
[illegible]	[illegible]	[illegible]	61	470	432	475	718	499	74	236			146 5	[illegible]
[illegible]	[illegible]	[illegible]	1 014	736	370	386	1 183	797	34	36	21		156 0	170 [illegible]
[illegible]	[illegible]	[illegible]	11	316	191	177	346	317	39	95			166 4	171 1
[illegible]	[illegible]	[illegible]	[illegible]	213	191	121	212	302	9	41			176 5	179 6
[illegible]	[illegible]	[illegible]	[illegible]	698	341	1 144	1 320	2 423	105	80			179 0	177 2
[illegible]	[illegible]	[illegible]	[illegible]	702	793	704	1 893	1 747	95	337			171 1	177 9
[illegible]	[illegible]	[illegible]	1 674	1 099	627	752	1 531	1 538	131	95	3		174 0	187 3
[illegible]	[illegible]	1 467	1 131	1 064	679	646	1 721	616	182	218	2		133 0	175 0
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[illegible]	[illegible]	[illegible]	[illegible]	630	310	294	679	588	112	211			142 3	177 0
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[illegible]	371	[illegible]	1 633	1 060	[illegible]	527	1 512	1 685	73	186			168 5	172 5
[illegible]	[illegible]	[illegible]	1 359	1 185	[illegible]	75	1 748	1 551	107	204	3		147 5	176 7
[illegible]	698	[illegible]	1,457	1 114	[illegible]	731	1 585	1 542	291	200			165 7	176 7
[illegible]	866	[illegible]	1 040	591	[illegible]	440	1 243	1 056	132	94	3		170 0	176 0
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[illegible]	112	[illegible]	107	1 665	[illegible]	417	1 611	1 706	97	169			159 8	176 5
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[illegible]	352	[illegible]	117	1 177	57	585	1 346	1 027	178	226	11		175 1	171 7
[illegible]	1 757	[illegible]	[illegible]	[illegible]	2[illegible]	276	737	778	110	17			165 5	181 5
[illegible]	1 958	1 017	[illegible]	[illegible]	314	314	1 129	578	147	232	2		166 3	176 9
[illegible]	1 172	614	[illegible]	687	329	316	666						152 3	171 0
[illegible]	166	[illegible]	[illegible]	261	337	111	116	380	24	157	6		164 1	171 5
[illegible]	[illegible]	1 506	[illegible]	1 602	542	748	1 506	1 202	60	110	10		155 9	177 3
[illegible]	[illegible]	764	[illegible]	501	491	404	569	791	31	50			170 8	176 8
[illegible]	[illegible]	666	630	373	238	227	775	613	63	194	1		170 0	173 5
[illegible]	[illegible]	4 594	1 137	4 102	2 104	2 001	5 291	1 935	156	30[illegible]			175 6	181 8
[illegible]	160,[illegible]21	81,197	79,024	68,240	35,402	33,838	83,869	61,248	5,305	8,498	550	170 5	166 6	177 4

	Number Original Enrollments During Year: Boys: Kindergarten	Boys: Elementary	Boys: High School	Girls: Kindergarten	Girls: Elementary	Girls: High School	TOTAL	Aggregate Days Attendance: Kindergarten	Elementary	High School	[illegible] Days [illegible]: Kindergarten	Elementary	High School	Average Daily Attendance: [illegible]	[illegible]	High School	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	616	[illegible]	[illegible]	648	18 110	[illegible]	[illegible]	[illegible]	[illegible]	2 90[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

STATISTICAL REPORT OF THE SCHOOL DISTRICTS IN MONTANA, FOR THE YEAR ENDING JUNE 30, 1922

COUNTY	No. of Eighth Grade Graduates	Teaching Positions (No. of Teachers Required to Fill All Positions at the Same Time) — MEN Elementary	MEN High School	WOMEN Kindergarten	WOMEN Elementary	WOMEN High School	Different Individuals Employed as Teachers During the Year — MEN Elementary	MEN High School	WOMEN Kindergarten	WOMEN Elementary	WOMEN High School	No. Teachers Who Are Graduates of Normal Course, 2 Yrs. in Advance of 4 yr. High School
Beaverhead	51	2	4	1	63	13	5	6	1	70	12	26
Big Horn	87	1	6	1	71	12	8	5	1	75	14	23
Blaine	71	1	8		98	10	10	8		119	11	18
Broadwater	53	2	3		37	7	2	3		40	2	7
Carbon	241	14	12		117	22	20	10		160	17	36
Carter	49	2	2		61	2	6	-		67	2	2
Cascade	537	8	17		247½	58½	9	19	9	253½	64½	130
Chouteau	127	14	13		134	14	17	10		144	11	21
Custer	164	7	8		96	12	7	7		108	12	46
Daniels	57	9	4		48	4	11	1		61	1	3
Dawson	56	11	7		92	9	12	7		94	8	22
Deer Lodge	120	3	7		53	16	4	3		58	18	27
Fallon	46	5	6		63	9	4	6		69	9	7
Fergus	222	18½	31½		265	38	18½	31½		249	40	61
Flathead	319	4	13		146	30	9	13		149	31	42
Gallatin	283	10	13		133	64	11	13		114	35	63
Garfield	57		2		56	5	14	1		84	6	9
Glacier	31	7	4		29	7	8	4		38	8	12
Golden Valley	37	4½	6½		41½	2½	4½	6½		15	2½	6
Granite	54	4	3		33	7	4	3		36	7	4
Hill	167	15	5		99	14	17	7		117	16	15
Jefferson	54	1	7		43	7	3	7		47	5	9
Judith Basin	58	2	11		75	12	2	11		77	12	16
Lewis and Clark	175	4	8	3	105	13	3	9		117	13	54
Liberty	[illegible]		4		57	2	1	5		59		11
Lincoln	92	8	7		60	13	7	9		64	1	17
McCone	[illegible]	12	2		62	2	13	2		62		13
Madison	102	4	11		74	9	4	11		84	11	15
Meagher	41	1½	1½		26½	4½	4	4		32	5	3
Mineral	34	1	4		23	6	1	4		24	6	6
Missoula	300	9	15		150	32	9	16		162	35	49
Musselshell	114	6	8		107	19	7	7		115	19	37
Park	134	4			99	15	4	4		11	17	40
Phillips	92	13	6		97	6	18	8		121		15
Pondera	58	4	3		58	9				4		7
Powder River	34	10	2		56		10	2		60		10
Powell	47	1	3	1	53	8	1	1	1	56	8	18
Prairie	40	13	4		42½	3½	18	4		46½	3½	4
Ravalli	155	1	15		75	15	1	15		78	14	10
Richland	104	13	6		106	9	17	3		124	10	11
Roosevelt	137	7	11		81	19	7	10		88	18	19
Rosebud	120	13	5		85	14	14	9		91	15	17
Sanders	81	4	9	1	54	14	4	9	1	60	16	12
Sheridan	113	12	10		104	7	13	10		121	7	46
Silver Bow	538	10	13		213	38	11	13	10	227	38	126
Stillwater	135	10	5		66	12	11	7		95	15	9
Sweet Grass	44	7			60	5	8	4		70		11
Teton	98	12	4		68	9	12	4		[illegible]	9	3
Toole	37	2	4		60	2				57		6
Treasure	26	1	2		24½	1½	2	4		24½	1½	4
Valley	93	15	6		96	11	16	7		103	11	16
Wheatland	57	3	8		51	10	2	3		57	11	17
Wibaux	88	5	4		43	4	5	4		43	4	1
Yellowstone	288	17	16		194	34	12	16		214	39	72
TOTAL	6 449	343½	409½	24	4 563½	697½	432	338	26	5,000½	701	1 103

COUNTY	No. of College Graduates	No. Teachers With 1 Yr. Preparation Beyond 4 Yr. High School	No. Teachers With 2 Yr. Beyond 4 Yr. High School but Without Advanced Diploma	No. Teachers With 3 Yr. Beyond 4 Yr. High School but Without Advanced Diploma	No. of Text Books Owned by District	DISTRICT LIBRARIES — No. of Volumes in District Library	Value of Library	NO. OF SCHOOLS — Kindergarten	Elementary	High School
Beaverhead	26	7	4	3	17 757	19 843	$ 14 846 00	1	41	3
Big Horn	21	19	1	2	22,111	5 002	4 639 00	1	47	4
Blaine	13	26	4	2	11,639	9,843	8 735 00		83	3
Broadwater	10	6	1	2	6,379	5,039	3,105 00		31	1
Carbon	20	41	16	12	40 100	12,690	15 227 00		85	8
Carter	6	3			10 151	6 055	6 324 00		60	1
Cascade	75	25	1	12	67 951	50 769	31 612 00	9	102	6
Chouteau	21	35	1	7	23 130	35 294	8,332 00		121	4
Custer	21	10	8	5	34,197	11 273	13 365 00		60	1
Daniels	7	20	6	2	11,863	2 277	2 791 00		44	4
Dawson	14	26	3	2	11 132	13,988	12 149 00		86	2
Deer Lodge	3	17	1	2	20,844	4 816	9 049 00		18	1
Fallon	12	11	2	5	9 562	8,217	7 395 00		66	4
Fergus	34	36	17	16	50 746	24,959	25 116 44		214	11
Flathead	42	21	17	9	59 305	26,912	26 524 00		86	8
Gallatin	37	31	15	3	4 707	25,299	21 394 00		78	9
Garfield	8	11	1	1	9 221	6,048	6 493 00		85	2
Glacier	9	7	7	7	6,523	4,317	4 056 00		22	2
Golden Valley	13	8	2		11 220	8,157	8 094 00		37	4
Granite	10	9	5		8 550	6,396	1 145 00		23	2
Hill	22	22	4	6	27 740	13 119	14,756 00		84	5
Jefferson	5	7		1	6 674	11 036	7,800 00		40	3
Judith Basin	10	20	4		15 371	12,887	12,110 33		58	
Lewis and Clark	34	19	9	6	27 066	15,834	15 260 00	1	60	3
Liberty	5	2			6 256	3,774	3,315 39		45	3
Lincoln	12	3	15	13	13 348	8 537	7 284 00		36	1
McCone	9	17	11	4	8 920	5,652	6 872 00		67	2
Madison	14	14	4	8	18 615	21 806	20,118 00		57	1
Meagher	9	7	4	1	7 000	9 391	11,014 00		26	2
Mineral	6	11	4	1	5 356	4 657	6450 00		14	1
Missoula	79	18	25	7	154 069	14,045	11 316 00		84	10
Musselshell	18	11	11	6	13 207	10 116	381 50		83	4
Park	25	16	1	1	24 661	14,865	11,846 00		71	
Phillips	9	19	15		24,254	7,302	7,188 00		105	4
Pondera	10	11	1	4	13 161	6,080	6 387 00		56	1
Powder River	1	2		1	9 492	5,535	7 860 00		58	1
Powell	18	12		1	9 918	8 110	6 696 98		30	1
Prairie	6	1			10 263	9,516	6 220 00		49	2
Ravalli	27	12	4	1	18 600	10 377	719 00		27	6
Richland	14	19	4	1	26 837	12,134	10 970 25		101	4
Roosevelt	22	62	9	7	19 018	10 219	7,146 00		58	6
Rosebud	21	13	13	5	15 590	13 847	11 579 00		77	8
Sanders	22	6	11	3	11 936	9 834	6 090 00	1	36	11
Sheridan	5	19		2	28 324	9 612	7 472 00		57	7
Silver Bow	61	39	1	40	*3 112	10 296	22 560 00	5	35	2
Stillwater	17	20	9	4	21,642	10 927	1 376 00		79	6
Sweet Grass	11	7	2	2	13,296	9,546	6 261 00		80	1
Teton	18	11	5	5	17 422	11 411	10 510 00		71	3
Toole	7	6	1	1	11 216	9 112	9 547 00		62	2
Treasure	4	3	2		5 796	5,450	2 408 00		19	1
Valley	17	11	19	4	19 550	9,175	9 786 00		94	3
Wheatland	12	16	3		13 212	10 398	7 210 00		39	1
Wibaux	7	15	2	1	10 712	[illegible]	6,605 00		41	2
Yellowstone	57	25	14	10	58 049	17,214	13,376 00		29	7
TOTAL	1 062	473	364	266	1 123 746	617 139	$542,249 27	25	1 176	218

*No report from Butte

COUNTY	SCHOOL HOUSES — Log	Frame	Stone	Brick	Total	Total No. Consolidated Schools (New or Old)	No. Consolidated Schools Established This Year	No. School Houses Used Exclusively for H. S. Work	No. One Room Schoolhouses
Beaverhead	12	26		9	47				43
Big Horn	10	30		6	46	6		1	35
Blaine	7	70		3	80	6			70
Broadwater	4	24		2	31				26
Carbon	2	67	1	12	72				47
Carter	4	56			60				55
Cascade	5	100		18	126	2		1	99
Chouteau		141		4	146		1		135
Custer	2	54		6	62				55
Daniels		51			51	4			47
Dawson		86		4	90				84
Deer Lodge		6			19				12
Fallon	1	65		1	67				66
Fergus	26	185			222	9	1		176
Flathead	13	69			93	2			[illegible]
Gallatin	6	61		10	78				62
Garfield	32	61	1		98				94
Glacier	3	17			25				17
Golden Valley	5	29	1	1	35				34
Granite	2	14		4	25				20
Hill	2	103			120				107
Jefferson	6	27	1		45				[illegible]
Judith Basin	6	46			60				[illegible]
Lewis and Clark		42	1	17	64				47
Liberty		49			51				44
Lincoln	9	30			44				32
McCone	2	69	2		73				7
Madison	11	38	1	11	64				[illegible]
Meagher		19			29				[illegible]
Mineral		10		4	14				1
Missoula		48		15	65				[illegible]
Musselshell	11	71	2		88				[illegible]
Park	7	57	1		73				[illegible]
Phillips	6	91			103				[illegible]
Pondera		[illegible]			60				[illegible]
Powder River	18	41			59				[illegible]
Powell	1	11			39				[illegible]
Prairie		57			61				[illegible]
Ravalli	2	17	1	1	33				[illegible]
Richland		107		1	110				[illegible]
Roosevelt		53		5	58				46
Rosebud	10	85		6	101				[illegible]
Sanders		36		4	48				[illegible]
Sheridan		57		2	59				[illegible]
Silver Bow		11		22	36				[illegible]
Stillwater		69			31				[illegible]
Sweet Grass		49		4	58				[illegible]
Teton		64	2	4	74				[illegible]
Toole		60		2	62				[illegible]
Treasure		16		3	20				[illegible]
Valley		97		5	107				97
Wheatland		31		4	40				3
Wibaux		51		2	52				4
Yellowstone		73		17	111				[illegible]
TOTAL	292	3 093	47	313	[illegible]	93			[illegible]

COUNTY	No. New Schoolhouses Built During Year	Value of School Houses Including Site	Value of Equipment	Outstanding School Bonds	Other Forms of Debt	Total Amount in Sinking Fund	No. Visits by County Supt. and Deputy
Beaverhead	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	95
Big Horn	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	17 851 [illegible]	111
Blaine		[illegible]	[illegible]	[illegible]	[illegible]	1 774 [illegible]	142
Broadwater		[illegible]	[illegible]	[illegible]	[illegible]	7 041 [illegible]	67
Carbon		[illegible]	[illegible]	[illegible]	[illegible]	49 779 [illegible]	186
Carter	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1 581 [illegible]	55
Cascade		[illegible]	[illegible]	[illegible]	[illegible]	[illegible] 158 71	219
Chouteau		[illegible]	[illegible]	[illegible]	[illegible]	[illegible] 931 21	91
Custer		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	95
Daniels		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	40
Dawson		[illegible]	[illegible]	[illegible]	[illegible]	[illegible] 145 74	109
Deer Lodge		[illegible]	[illegible]	[illegible]	[illegible]	2 098 19	46
Fallon		[illegible]	[illegible]	[illegible]	[illegible]	1 112 [illegible]	76
Fergus		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	187
Flathead		[illegible]	[illegible]	792	[illegible]	401 [illegible]	76
Gallatin		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Garfield		[illegible]	[illegible]	[illegible]	[illegible]	653 01	[illegible]
Glacier		[illegible]	[illegible]	[illegible]	[illegible]	628 91	[illegible]
Golden Valley		[illegible]	[illegible]	[illegible]	[illegible]	749 52	[illegible]
Granite		[illegible]	[illegible]	[illegible]	[illegible]	647 1[illegible]	[illegible]
Hill		[illegible]	[illegible]	[illegible]	[illegible]	7,200 [illegible]	91
Jefferson		[illegible]	[illegible]	[illegible]	[illegible]	1 644 [illegible]	[illegible]
Judith Basin		[illegible]	[illegible]	[illegible]	40	241 51	[illegible]
Lewis and Clark		[illegible]	[illegible]	[illegible]	28	6 310 7[illegible]	[illegible]
Liberty		[illegible]	[illegible]	[illegible]	[illegible]	11 536 1[illegible]	43
Lincoln		[illegible]	[illegible]	[illegible]	27	1 177 [illegible]	[illegible]
McCone		[illegible]	[illegible]	[illegible]	[illegible]	7 518 [illegible]	[illegible]
Madison		[illegible]	[illegible]	[illegible]	12	1,030 [illegible]	[illegible]
Meagher		[illegible]	[illegible]	[illegible]	[illegible]	454 [illegible]	[illegible]
Mineral		[illegible]	[illegible]	[illegible]	[illegible]	24 033 [illegible]	[illegible]
Missoula		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Musselshell		[illegible]	[illegible]	[illegible]	17	[illegible]	[illegible]
Park		[illegible]	[illegible]	[illegible]	46	[illegible] 447 14	[illegible]
Phillips		[illegible]	[illegible]	[illegible]	52	[illegible]	[illegible]
Pondera		[illegible]	[illegible]	[illegible]	15	[illegible]	[illegible]
Powder River		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Powell		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Prairie		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ravalli		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Richland		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Roosevelt		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rosebud		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sanders		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sheridan		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Silver Bow		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Stillwater		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	18
Sweet Grass		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Teton		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Toole		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	16
Treasure		[illegible]	[illegible]	[illegible]	76	[illegible]	[illegible]
Valley		[illegible]	[illegible]	[illegible]	566 [illegible]	[illegible]	62
Wheatland		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Wibaux		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yellowstone		[illegible]	[illegible]	[illegible]	[illegible] 26	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	115

FINANCIAL REPORT OF THE SCHOOL DISTRICTS IN MONTANA, FOR THE YEAR ENDING JUNE 30, 1922

COUNTY	RECEIPTS														
	Balance on Hand From Previous School Year	Gasoline Apportionment	Apportionment from State	Apportionment from County Tax Six Mill Levy	Amount Received from Special Tax for High Schools	Special Tax for General Fund	Special Tax for Free Text Book Fund	Special Tax for Interest and Sinking Fund	Received from Sale of Bonds	Received from Sale of Property and Proceeds from Insurance Adjustments	Received from Premium on Bonds	Received from Forest Reserve	Received from Transfers from Other Districts	Received from All Other Sources—Fines, Rents' Interest, Tuition, Etc.	Whole Amt. Available for Use During the Year
Beaverhead	$ 90,445.57	$ 1,412.89	$ 13,050.00	$ 52,198.65	$ 41,101.00	$ 38,997.05		$ 23,010.97	$ 3,855.72				$ 639.90	$ 4,700.07	$ 269,411.82
Big Horn	67,346.72	1,095.47	13,957.56	35,129.68	17,481.51	60,837.28	$ 11,593.57	19,384.68	6,500.00					12,401.93	245,728.40
Blaine	47,688.34	1,842.63	13,969.24	43,669.39	20,904.12	68,450.71		11,460.81	26,325.79	$ 91.71	257.25		1,286.00	197.40	236,143.39
Broadwater	23,895.32	560.15	4,659.90	25,518.29	27,592.94	19,262.71		6,442.32	3,100.00	30.00			1,609.76	1,650.03	117,321.42
Carbon	23,682.53	2,953.21	27,718.50	55,272.14	43,116.07	206,319.18	10,248.73	20,230.37	120,152.00	163.20			15,122.58	3,254.85	528,233.37
Carter	7,309.93	878.21	6,717.90	14,137.80	8,001.12	24,608.72	560.00	2,308.03	30,610.93	789.15			1,766.25	822.52	98,510.56
Cascade	174,210.46	5,643.23	52,176.89	202,553.82	97,682.95	344,509.57	4,480.38	40,727.19					979.16	2,791.31	925,754.96
Chouteau	*2,029.57	3,134.09	17,468.50	65,412.22	46,913.17	136,091.82	914.34	17,718.76	42,300.00				37,510.80	1,325.19	366,759.32
Custer	223,455.66	1,960.02	15,758.40	60,428.64	42,441.25	86,945.11	21,839.97	64,257.17	103,203.30		1,820.91		2,589.26	17,491.76	642,191.15
Daniels	*32,265.41	820.53	6,830.60	16,827.21	7,844.52	43,287.85	1,773.89	9,836.77	60,920.67	215.00			112.41		116,504.04
Dawson	38,186.82	1,702.69	17,028.97	36,467.44	32,166.48	66,939.35	211.89	13,040.90	2,067.11	366.25			2,704.26	3,105.18	213,987.64
Deer Lodge	77,526.59	1,409.07	17,880.10	74,585.56	25,498.04	105,334.24								1,930.25	304,163.85
Fallon	31,663.03	1,450.61	7,183.40	23,704.84	11,716.79	39,773.11	1,911.24	7,421.17	5,270.00				720.57	3,467.95	134,282.71
Fergus	524,703.50	5,423.78	53,632.79	114,999.54	96,471.03	214,772.63	1,132.35	74,048.68	107,339.52	2,137.15			35,052.46	22,763.99	1,252,477.42
Flathead	*11,606.07	3,323.94	32,271.40	98,551.11	77,867.82	205,058.33	5,602.10	16,302.09	46,907.35			1,589.15	22,125.53	23,661.80	521,654.55
Gallatin	44,727.20	3,055.37	24,930.94	95,191.32	78,737.50	136,375.82	2,429.64	32,955.90	104,735.84	348.00	647.78	731.04	29,985.08	16,023.73	570,875.16
Garfield	38,052.68	1,355.57	6,884.50	23,368.09	19,734.10	44,246.60		4,680.35	10,656.44	1,00[illegible].00			594.11	1,280.00	151,852.41
Glacier	17,265.05	650.33	6,776.70	19,443.26	9,639.52	33,635.47	346.39	13,365.08	63,035.85				11,696.69	45,362.09	224,216.43
Golden Valley	39,132.08	919.53	5,326.30	22,349.41	11,089.81	60,625.23			13,531.50				291.89	441.60	153,707.35
Granite	22,209.48	141.45	5,737.70	22,750.18	19,036.92	27,909.21							1,817.00	2,626.93	102,228.87
Hill	58,015.14	2,773.60	18,226.50	49,906.17	21,802.79	98,267.18	7,999.34	28,262.96	6,780.91				111.48	1,075.39	293,221.46
Jefferson	*19,658.41	574.75	8,844.19	35,712.95	29,762.38	43,322.95		10,438.64	32,770.00	52.30			9,602.45	2,831.49	154,253.89
Judith Basin	4,404.42	1,840.82	12,401.90	58,322.80	31,165.10	124,973.17			18,639.65				1,334.46	7,259.35	260,341.67
Lewis and Clark	247,270.76	2,438.77	23,461.20	107,132.37	50,934.72	136,366.97		45,448.54	191,735.00	252.96	78.85		1,580.15	15,039.18	824,739.47
Liberty	22,547.18	903.35	4,517.80	14,164.79	5,871.95	37,154.60			12,499.05					40.00	127,698.72
Lincoln	*16,083.58	1,289.16	12,960.79	41,101.62	34,495.60	67,364.74	6,004.20	22,262.95	115,392.02	27.27		3,095.02	17,262.93	945.05	306,417.77
McCone	50,692.82	1,127.18	6,149.50	27,874.00	7,506.07	40,950.19		6,464.79	2[illegible],980.05		220.00		2,110.65	164.52	169,239.77
Madison	53,859.63	1,540.59	12,253.02	43,051.94	20,502.47	51,835.53		12,220.45	80,400.00				3,184.60	1,068.42	279,916.65
Meagher	33,877.69	523.57	3,258.50	29,795.30	9,208.18	20,531.47			60,491.66			829.69		290.75	158,806.81
Mineral	23,396.43	1,572.69	2,748.90	33,693.43	11,721.82	43,961.81	7,681.82	11,082.84		374.65		784.18	176.05	907.79	138,102.71
Missoula	424,818.75	3,322.09	41,747.16	107,627.56	87,662.26	224,191.10	17,561.38	70,392.19	222.28	1,732.85			21,119.07	3,375.30	1,004,072.59
Musselshell	*18,280.04	2,296.26	15,631.00	35,217.60	15,437.40	121,954.09	1,236.10	20,197.00	52,555.64				81.40	1,456.59	247,783.04
Park	68,891.46	2,203.92	17,114.52	64,798.51	46,079.71	85,798.18		16,239.91	6,782.00				8,508.58	1,064.07	317,480.86
Phillips	68,856.92	1,821.93	14,200.20	32,666.94	15,530.31	57,922.78	11,591.79	31,150.36	55,408.64	117.20				1,604.57	290,871.61
Pondera	5,789.32	1,333.61	9,025.00	26,964.44	13,290.55	63,755.61	2,580.05	10,065.25	33,468.52		101.24		485.91	71.98	166,931.48
Powder River	28,641.18	954.74	5,816.30	16,990.70	5,096.05	27,442.93	954.63	3,796.08	23,805.96			1,400.40	3,847.78	789.31	119,536.09
Powell	33,546.66	944.11	8,543.96	46,389.15	36,801.66	37,779.00								5,323.52	169,328.06
Prairie	19,468.20	857.41	5,605.60	28,761.30	9,514.02	58,211.49		8,987.31	4,079.26	2,000.00			1,471.63	1,263.60	123,221.82
Ravalli	59,372.28	749.44	16,939.05	36,292.60	18,883.17	81,884.37	9,734.98	18,500.82	59,017.33	732.61	441.66	468.82		8,405.14	311,123.11
Richland	53,517.52	1,685.91	14,337.40	28,283.39	14,087.98	98,486.85		11,722.90	36,988.00	1,330.00			1,520.21	100,062.30	365,022.49
Roosevelt	*2,926.78	2,642.03	15,082.20	34,782.04	16,133.05	127,485.48	3,805.00	22,497.02	96,700.00	3,770.35			331.06	7,092.49	327,393.94
Rosebud	42,233.61	1,341.24	10,054.80	49,510.26	22,996.73	62,724.11	2,072.17	27,336.47	26,905.97	2,700.60			458.07	35,490.01	283,823.44
Sanders	51,140.66	1,257.17	8,016.40	45,745.41	22,048.53	76,230.55	164.44	24,621.72	184,195.87	449.25	3,225.00		272.53	13,684.47	431,052.00
Sheridan	64,476.04	1,677.15	15,355.45	36,234.54	14,236.45	46,151.75	6,130.66	14,358.07	97,168.51	204.83			7,194.17	2,682.81	355,870.43
Silver Bow	*234,396.53	5,640.11	65,566.90	186,143.76	107,177.06	285,821.15	7,212.06	41,561.69	299,683.23			316.46		58,735.31	820,161.20
Stillwater	51,849.68	1,987.16	11,475.80	31,968.30	15,677.90	66,792.81	7,644.63	18,624.87	41,371.25	349.00			1,492.94	2,984.75	252,219.08
Sweet Grass	33,470.96	796.98	6,301.80	34,677.83	22,975.59	37,283.33		9,319.96	35,358.79	100.00			1,084.48	425.18	181,794.90
Teton	*529.90	1,397.70	9,114.00	37,856.59	56,983.55	60,862.76		7,168.30	12,684.50	278.00	246.52		3,415.32	1,116.02	190,593.36
Toole	26,758.08	1,093.74	5,742.80	24,804.82	12,113.75	39,144.83		11,929.66	9,171.11	5.50			215.03	200.00	131,179.32
Treasure	395.61	611.84	3,263.40	12,234.31	6,000.00	31,663.77		7,095.30	1,651.53				221.21	47.37	63,185.11
Valley	42,780.95	1,071.71	14,900.90	48,888.02	21,861.99	115,318.46		18,920.94	39,003.12				2,614.48	12,238.46	317,599.03
Wheatland	40,302.21	1,365.33	7,374.50	40,108.25	20,354.21	59,489.34		5,239.93	5,720.00				39.65	1,586.10	181,579.82
Wibaux	14,640.11	954.50	8,588.49	15,537.10	13,329.35	29,915.82		11,867.49	10,550.00	162.30			5,238.55	1,572.74	112,356.45
Yellowstone	248,421.41	3,776.29	44,545.90	146,119.50	68,099.59	224,738.24	16,302.34	69,890.32	98,029.31	181.25			9,931.35	5,384.93	935,420.43
TOTAL	$3,027,160.35	$96,099.62	$829,126.72	$2,711,916.88	$1,640,379.19	$4,776,757.40	$171,720.08	$994,855.97	$2,558,721.17	$19,960.79	$7,039.21	$9,215.06	$281,109.93	$464,580.47	$17,588,643.56

*Overdrawn.

COUNTY	Amount Transferred to Other Districts	GENERAL CONTROL: Boards and Business Offices	Supt. and Their Offices (Principals if 3rd Class)	Compulsory Attendance and School Census	DISBURSEMENTS — INSTRUCTION—(DAY SCHOOLS): Annual Salaries and Expenses of Supervisors of Instruction: Elementary	High School	Annual Salaries and Expenses of Supervising Principals: Elementary	High School	Annual Salaries of Teachers (not including superintendents and principals): Kindergarten	Elementary: Men	Elementary: Women	High School: Men	High School: Women	Text Books (not library books): Elementary	High School	Stationery, Supplies, Etc.: Kindergarten	Elementary	High School	TOTAL
Beaverhead	$ 639.90	$ 2,696.95	$ 7,237.66	$ 233.00	$	$	$	$	$ 1,500.00	$ 5,349.95	$ 79,543.49	$ 4,338.00	$ 19,848.50	$ 1,437.29	$ 1,432.25	$	$ 4,529.19	$ 1,189.59	$ 129,975.77
Big Horn	1.50	2,007.25	8,165.86	385.70		1,600.00	3,500.00	2,500.00		6,510.50	68,477.94	3,600.00	15,170.00	2,410.76	1,548.98		8,287.73	615.15	124,781.37
Blaine	326.00	1,567.95	9,934.45	313.10						7,786.43	80,859.71	7,397.44	21,518.81	1,506.62	483.08		3,952.67	1,441.25	137,087.51
Broadwater	6,258.12	703.27	4,393.97	89.50	2,400.00					1,125.00	37,138.41		10,393.81	1,032.44	254.53		1,966.86	347.77	66,103.68
Carbon	15,122.58	2,333.24	17,847.34	22.06	3,300.00		5,424.74	3,000.00		12,767.50	139,668.40	7,850.70	36,781.33	6,608.09	1,116.05		1,176.98	150.39	252,169.40
Carter	721.46	1,223.15		89.55		1,064.75	1,630.62			3,330.00	37,274.53	1,800.00	3,200.00	1,166.12	602.39		505.08	197.23	52,801.88
Cascade	8,594.29	10,447.59	20,559.96	3,018.00	11,043.62	8,231.14	22,151.10	3,742.22		10,873.62	338,261.14	18,328.33	93,599.62	7,096.86	2,485.60		5,751.96	4,437.32	568,622.[illegible]
Chouteau	37,555.50	4,800.19	11,166.00	61.60	2,982.00		1,350.00	10,481.00		5,844.17	147,954.45	6,201.50	20,840.35	3,005.58	1,251.08		8,008.41	2,893.56	264,395.42
Custer	2,715.73	3,113.75	9,408.06	551.40	4,683.64		5,840.00			1,350.00	94,838.89	7,250.00	25,286.50	2,861.18	958.29		2,107.91		160,965.35
Daniels		1,987.54	6,990.52	406.80				1,551.68		8,290.04	43,396.96	1,246.22	1,820.22	991.58	147.87		1,009.91	308.95	68,148.29
Dawson	2,979.34	2,791.38	5,800.00	345.60			5,800.00	2,081.36		5,145.94	90,750.16	8,599.60	13,129.84	1,697.40	1,031.21		2,876.77	2,154.91	145,183.51
Deer Lodge		2,121.76	4,048.85	1,408.32	8,750.00	6,400.00	10,190.00	3,000.00			62,684.78	12,153.00	38,050.00	1,953.86	342.76		8,744.92	1,556.60	161,404.85
Fallon	375.59	1,122.19	5,593.00	81.80		2,400.00		1,510.34		4,390.00	41,671.59	2,852.00	10,196.50	1,193.35	701.61		1,112.86	805.14	74,005.97
Fergus	42,465.09	9,417.99	5,119.04	572.91			7,919.37	5,697.02		12,581.36	269,538.60	20,140.00	69,874.26	7,086.92	2,909.57		10,633.81	5,818.75	469,804.69
Flathead	23,890.94	2,406.82	15,602.56	945.40			4,400.00	1,600.00		5,493.00	159,861.37	21,566.00	46,014.86	5,360.29	1,416.29		7,358.48	2,071.03	297,987.04
Gallatin	30,187.54	6,762.08	16,335.30	862.05	4,303.30		2,528.80			5,917.55	139,603.13	20,866.05	58,257.35	4,677.94	1,861.40		4,672.29	5,245.16	301,881.91
Garfield	512.15	2,984.95	4,588.34	5.20							68,435.10		6,590.05	1,598.78	30.30		2,856.08	104.58	87,705.53
Glacier		3,257.10	6,991.65	149.92	500.00					7,250.00	34,561.49	5,652.42	13,689.63	1,007.46	924.02		2,965.42	2,522.95	79,472.06
Golden Valley	246.67	997.05		168.70						2,853.52	49,178.41	15,715.57	3,877.38	1,069.00	375.40		2,394.42	835.57	77,711.69
Granite	1,817.00	804.62	6,857.84	86.40						1,620.00	33,007.67	2,016.00	10,846.14	764.47	428.40		1,078.64	724.70	60,051.88
Hill	53.75	2,534.88	15,650.00	730.07		1,350.00		2,102.00		10,261.59	97,492.37	4,525.00	15,869.60	1,440.33	1,626.25		3,328.74	1,368.91	161,333.49
Jefferson	9,531.38	1,867.11	9,496.24	139.20						2,227.00	40,432.50	6,010.01	8,858.18	1,674.12	790.45		4,276.53	5,319.49	90,622.21
Judith Basin	14.57	2,671.41	5,088.66	131.30			2,000.00	11,588.80		997.50	86,709.75	5,881.41	19,564.35	2,150.51	626.44		4,777.15	1,096.44	143,298.29
Lewis and Clark	4,624.86	7,523.95	12,138.55	1,693.01	8,950.00	10,200.00	7,125.00	3,550.00	4,800.00	1,170.00	141,633.03	12,808.48	25,741.12	4,080.10	1,237.50	1,734.68	8,144.70	3,698.87	260,853.85
Liberty		1,112.77	6,111.58	131.95						210.39	31,164.19	2,166.64	3,199.61	313.37	116.36		1,379.90	941.92	46,848.68
Lincoln	17,262.53	2,523.63	14,419.23	416.70			1,212.00			3,915.00	64,433.77	8,912.38	22,915.06	2,290.41	892.51		2,675.97	1,266.09	143,135.28
McCone	2,023.67	261.84	2,600.00	311.52				4,932.79		8,557.25	54,109.27	1,241.10	4,015.69	1,897.45	210.31		1,267.33	253.06	81,681.21
Madison	3,327.25	1,253.25	16,103.48	219.53						3,819.00	75,957.61	4,205.70	9,102.05	2,243.27	545.67		3,307.96	783.15	120,867.92
Meagher		1,157.13	4,590.70	33.20						3,929.97	29,166.42	3,599.80	6,311.25	1,064.52	332.27		1,054.78	108.92	51,348.96
Mineral	2,331.75	1,808.42	8,319.32	27.50						1,800.00	30,340.07	3,900.00	10,170.91	813.76	363.32		2,134.04	878.84	62,887.93
Missoula	16,755.33	7,891.04	19,786.91	950.70	13,985.14		10,241.45	10,700.00		2,606.00	197,778.61	7,575.00	58,520.27	7,013.93	2,617.50		7,811.98	6,132.55	370,366.41
Musselshell	11,154.96	2,730.71	5,237.99	202.50			4,641.38	4,377.28		7,465.67	105,627.51	3,350.00	25,786.17	2,571.55	568.48		3,797.48	1,116.02	178,627.70
Park	8,437.68	2,355.27	11,331.92	533.80	3,900.00	125.00	1,841.00			3,389.20	103,025.87	10,196.37	24,993.85	3,232.94	1,556.95		4,119.72	1,236.74	180,276.31
Phillips		2,034.27	9,365.87	549.58						6,348.78	82,447.62	1,918.24	9,016.30	2,899.98	695.39		3,101.61	766.12	119,143.76
Pondera	190.40	1,572.35	7,406.01	219.45						6,332.23	64,708.16	5,350.50	13,503.89	937.85	982.46		2,189.68	2,802.59	106,195.87
Powder River	4,650.01	2,345.26		[illegible]						7,829.46	51,591.54	3,457.42	156.18	2,252.56	286.75		627.08	1[illegible].00	73,236.26
Powell		1,679.63	6,398.20	131.30					1,740.00	1,920.00	62,237.92	4,000.00	13,591.34	1,195.72	595.58	55.61	3,587.67	5,646.86	102,779.86
Prairie	1,622.04	1,303.96	2,448.26	169.15				2,421.00		10,664.80	38,572.67	3,346.00	4,655.00	1,130.73	146.52		1,825.62	422.98	68,728.73
Ravalli	158.25	1,821.73	14,333.97	339.90			1,600.00	2,000.00		2,862.75	78,472.38	14,300.00	20,195.00	2,533.82	1,794.80		3,080.81	2,580.42	146,073.83
Richland	5,911.68	3,059.59	11,851.52	220.80						12,633.42	109,112.64	2,376.29	12,807.49	3,487.24	322.10		3,790.10	135.91	165,708.78
Roosevelt	331.06	2,070.01	13,790.85	219.80			1,350.00	1,800.00		5,159.00	83,237.61	6,991.00	46,757.64	5,005.22	700.00		9,409.62	700.00	177,521.8[illegible]
Rosebud	596.96	1,901.45	14,417.00	121.30						11,936.40	92,100.29	12,592.70	16,792.00	3,287.66	1,562.92		3,664.01	1,589.17	160,561.86
Sanders	162.02	1,799.57	16,950.86	119.70					223.00	2,480.95	59,411.57	8,152.95	17,962.07	1,590.41	872.02	11.10	3,681.91	1,981.33	115,399.46
Sheridan	1,774.27	3,554.01	14,734.63	192.95						9,560.60	103,637.73	4,107.00	12,104.50	3,215.86	781.16		4,091.17	844.24	158,597.52
Silver Bow		29,778.70	11,811.74	11,775.60	2,205.00		38,043.60	5,850.00	13,065.72	16,846.03	335,483.92	22,262.48	72,553.97	3,945.86	1,116.07	319.91	4,563.31	5,425.62	574,047.53
Stillwater	1,601.99	1,962.34	11,900.46	278.21						9,148.40	77,605.75	5,569.51	17,099.92	2,048.40	416.30		2,878.24	1,279.65	131,789.17
Sweet Grass	865.43	1,171.36		77.90			3,235.65	2,799.96		5,016.02	53,447.99	4,377.50	7,635.68	1,403.33	499.83		1,631.92	1,413.00	83,575.57
Teton	3,337.46	2,755.20	7,262.00	164.23				3,300.00		8,362.00	67,573.56	3,500.00	12,298.24	2,310.07	516.11		3,003.22	931.64	115,313.73
Toole	288.32	2,928.03	2,697.06	148.00						4,698.51	48,569.50	7,907.70	3,386.50	1,110.87	215.99		1,711.15	541.77	74,103.40
Treasure	2,542.58	307.02	3,150.00							1,417.97	21,653.00	1,725.00	4,235.00	447.96	222.94		250.39		35,951.85
Valley		3,294.55	12,805.04	494.23		2,699.37	5,177.56			12,125.54	103,641.38	4,576.33	24,211.74	3,688.38	283.17		5,260.81	1,600.22	179,858.32
Wheatland	106.75	1,914.97	10,056.71	103.40						3,231.00	63,840.06	9,548.00	14,124.00	1,315.42	958.35		1,271.28	864.55	107,334.49
Wibaux	4,538.55	1,000.65					700.00	4,044.30		4,857.92	34,477.62	3,504.20	6,063.84	702.50	644.53		2,571.20	749.69	63,855.00
Yellowstone	385.80	9,228.82	10,743.04	585.55	3,066.65	2,090.88	19,132.20	5,342.25		10,336.32	223,459.17	23,596.99	79,981.95	9,210.78	3,612.78		12,093.08	731.12	413,597.38
TOTAL	$ 278,990.63	$ 176,721.70	$ 479,638.20	$ 31,229.04	$ 70,069.35	$ 36,161.14	$ 167,034.47	$ 99,972.00	$ 21,328.72	$ 311,297.24	$4,929,859.27	$ 395,104.53	$1,163,165.51	$ 142,032.27	$ 49,010.86	$ 2,121.33	$ 204,350.58	$ 88,698.78	$8,646,785.62

FINANCIAL REPORT OF THE SCHOOL DISTRICTS IN MONTANA, FOR THE YEAR ENDING JUNE 30, 1922

COUNTY	DISBURSEMENTS																		TOTAL
	OPERATION OF PLANT						MAINTENANCE OF SCHOOL PLANT		AUXILIARY AGENCIES										
	Wages of Janitors, Engineers, Etc.			Fuel, Water, Lights, Janitor's Supplies			Repairs, Replacements, Upkeep Charges		Libraries			Promotion of Health			Transportation of Pupils		Other Auxiliary Agencies		
	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	Elementary	High School	Kindergarten	Elementary	High School	Kindergarten	Elementary	High School	Elementary	High School	Elementary	High School	
Beaverhead	$	$ 7,048.12	$ 1,993.00	$	$ 9,361.57	$ 2,850.45	$ 3,013.00	$ 424.94	$	$ 1,395.70	$ 368.81	$	$ 1,100.00	$	$ 3,941.02	$ 60.00	$ 1,910.46	$ 984.60	$ 37,151.67
Big Horn		5,462.59	2,183.50		6,663.11	4,425.00	2,485.08	1,150.16		248.53	17.00		1,879.00	181.10	8,807.13	350.00	1,439.18	48.83	35,340.21
Blaine		3,657.53	1,768.20		7,325.34	2,580.00	2,373.93	865.00		717.09	90.00				5,528.98		1,258.51	1,158.17	27,322.75
Broadwater		2,107.20	1,700.00		3,489.82	1,472.51	747.54	543.68		362.40			3.31		1,528.24		3,663.51	326.17	15,911.68
Carbon		14,845.65	4,888.23		20,527.44	3,135.03	10,062.37	2,648.22		212.25	677.52		57.08	27.86	3,943.61	999.81	11,363.43	4,211.25	77,602.75
Carter		948.46	360.00		3,643.79	239.35	1,750.36	106.65		208.43	18.00				804.17		316.76	113.75	8,539.72
Cascade		30,512.15	13,263.57		30,039.16	9,890.45	8,091.38	2,719.61		1,744.38	293.54		2,480.74	244.42	26,297.02	3,066.94	7,476.39	3,451.39	139,571.14
Chouteau		5,334.05	1,567.63		16,702.32	2,112.44	6,159.09	1,249.31		1,080.33	255.65		48.01		25,410.53		4,481.06	2,210.99	66,641.41
Custer		10,591.28	461.42		9,111.52	5,119.65	2,092.54	100.87		711.73	56.40		1,451.95		4,709.28		12,644.51	4,156.76	51,207.91
Daniels		3,278.26	1,193.67		5,617.14	1,670.61	2,482.55	529.08		336.08	40.18				8,994.01	1,875.07	565.16	139.54	26,721.65
Dawson		4,643.10	2,825.73		9,774.91	3,071.77	4,684.10	982.74		1,085.02	30.00		3.24		5,955.39	18.20	2,356.23		35,460.43
Deer Lodge		13,176.25	6,400.00		10,160.50	1,851.79	7,957.22	4,471.11		776.38	1,000.00		1,737.00	400.00	1,800.47	200.00	629.91	470.19	54,030.82
Fallon		1,998.27	1,555.00		4,385.36	1,294.17	3,204.70			441.45	43.75				4,740.04		839.55		18,502.29
Fergus		14,560.39	3,581.11		22,748.60	8,090.17	8,559.86	2,140.74		3,090.76	216.55		201.58	20.00	23,012.48	970.48	11,838.58	1,204.08	103,235.18
Flathead		13,137.14	5,044.97		13,683.53	5,941.74	7,019.04	2,423.67		1,758.24	317.87		1,315.80		3,926.99	1,652.88	8,992.06	3,181.83	68,398.76
Gallatin		12,160.85	2,308.21		19,318.35	5,842.77	8,828.13	3,200.57		1,847.27	177.17		1,916.75	121.16	13,751.85	3,146.30	2,282.67	2,119.12	77,021.17
Garfield		581.88	370.00		3,964.80	275.95	5,862.03	31.05		3,728.93	19.06				3,491.36	591.75	9,396.80	70.00	28,386.61
Glacier		7,804.59	2,200.00		12,520.40	2,727.82	6,311.64	2,378.23		95.58	60.00		1,041.49	437.67	6,143.77	3,162.65	10,913.20	1,972.63	57,869.67
Golden Valley		1,722.86	1,411.28		3,342.51	1,216.92	2,487.45	935.32		816.18	129.20		19.85	18.50	2,000.00	695.52	1,003.29	443.17	16,242.05
Granite		2,798.50	1,859.58		2,510.82	1,678.46	756.61	224.23		487.89	16.14						1,177.17	32.45	11,841.85
Hill		7,794.84	5,010.79		9,620.20	2,877.39	3,663.89	660.51		1,453.58	326.22		110.00		6,442.33	686.57	2,976.00	1,266.54	42,888.86
Jefferson		4,278.15	2,318.45		4,615.08	2,877.77	2,011.76	404.80		683.55	192.88				5,069.18		421.37	729.59	23,602.58
Judith Basin		6,012.08	2,382.40		8,121.28	2,103.03	3,218.71	963.63		1,666.13	400.05		1,095.62	991.65	11,838.92	3,994.08	3,911.35	1,378.87	48,077.80
Lewis and Clark	100.00	19,469.31	2,669.85		18,824.58	4,175.46	9,822.49	2,426.71	25.00	1,327.53	297.13	150.00	1,519.52	151.00	7,623.40	887.65	2,478.73	101.35	72,052.71
Liberty		1,577.27	1,329.57		1,638.26	618.95	444.91	192.85		276.99	25.80		43.07	30.00	6,159.86		1,123.42		13,760.95
Lincoln		5,053.57	3,376.09		4,400.55	1,847.70	1,690.55	425.31		696.13	288.80		1,028.73	463.47	7,914.02	820.00	1,831.48	605.15	30,441.55
McCone		1,380.19	692.73		3,092.57	548.42	2,868.24	331.24		1,225.38	48.95		61.70	20.00	4,052.98		359.03	61.53	11,742.56
Madison		4,630.65	1,499.85		7,461.87	1,659.47	2,236.02	196.46		1,394.49	165.93				4,131.05	1,542.81	891.58	223.21	26,033.15
Meagher		1,758.80	500.00		2,982.00	1,070.19	1,571.30	210.91		1,023.55	101.20		68.30		2,765.00		753.46		12,801.71
Mineral		4,691.82	2,497.40		4,829.66	2,177.97	3,214.29	1,467.39		456.52	224.43		15.00		3,684.33	2,804.81	1,971.84	1,117.19	29,485.67
Missoula		21,586.64	8,195.93		21,831.72	9,583.54	5,548.14	2,249.68		443.97	159.00		30.85		16,869.87	5,683.10	3,084.81	1,763.73	37,030.95
Musselshell		8,040.60	2,280.36		8,656.29	1,653.51	5,406.60	1,804.73		538.73	115.49		989.40	472.20	5,150.92	25.02	3,696.82	641.09	39,501.76
Park		8,125.54	3,334.74		9,891.27	3,741.18	4,182.39	976.27		1,192.60	124.96				2,242.09	795.90	1,616.48	229.20	36,482.62
Phillips		4,852.75	1,869.12		9,791.30	2,445.09	2,433.88	747.07		720.27	183.55		295.66	19.83	1,863.68	2,091.39	2,769.11	391.17	33,486.87
Pondera		2,766.12	2,420.40		6,648.72	3,250.97	2,557.53	2,003.80		333.79	164.21		36.65		5,252.95	735.00	2,088.32	1,509.81	29,768.27
Powder River		1,239.67	264.12		2,729.85	169.34	1,379.15			921.26	267.21		23.36		1,611.67		1,002.76	138.33	9,746.72
Powell		3,014.74	3,634.66		6,773.45	3,291.19	458.59			739.50	210.00		1,305.80		1,291.50				20,719.43
Prairie		1,585.90	934.80		3,714.55	895.78	2,689.50	655.89		628.46	67.06		451.99		4,420.45		1,322.48	66.57	17,433.47
Ravalli		6,901.13	2,918.88		10,723.95	4,798.02	2,485.14	1,747.47		533.04	155.28				16,106.45	6,042.38	351.59	1,084.81	53,848.14
Richland		6,443.84	1,513.77		7,236.65	1,630.15	3,216.17	644.67		818.36	31.12				7,842.63		4,477.35	111.89	33,966.60
Roosevelt		6,757.39	3,213.00		10,844.58	4,382.56	5,312.11	1,803.31		464.05	122.50		62.65		5,599.70	2,066.00	3,573.95	1,399.00	45,600.80
Rosebud		5,072.58	2,521.17		8,819.72	3,873.12	8,633.93	3,418.94		1,302.11	428.06		710.50	80.00	4,567.49	268.20	7,456.35	3,358.81	50,541.01
Sanders	210.00	4,763.30	2,733.32	12.50	6,758.99	4,080.36	3,702.04	1,490.06		386.01	295.80				11,262.08	2,798.15	3,311.59	10,871.98	55,679.18
Sheridan		6,496.74	1,834.94		9,131.94	1,918.54	4,707.04	377.26		175.06	110.43				11,000.83	2,232.00	4,521.13	721.10	43,527.01
Silver Bow		46,518.33	11,512.77		34,197.06	13,675.03	14,472.79	6,073.15		1,726.37	1,620.00		7,889.21		1,396.75		35,872.96		171,954.42
Stillwater		4,537.67	2,518.70		8,008.61	2,821.92	2,687.32	507.43		519.35	229.80				2,987.34	1,119.17	975.11	395.17	27,307.89
Sweet Grass		2,166.50	1,500.00		4,516.03	2,147.46	4,615.68	588.80		209.04	156.39						570.16	265.08	16,735.11
Teton		4,824.58	1,764.30		9,213.56	3,653.62	4,681.40	505.13		926.08	61.09		13.02		11,531.49	1,283.56	2,177.15	580.56	41,215.51
Toole		3,626.15	1,313.33		4,995.66	1,373.99	2,084.02	156.70		571.27	33.41				9,587.18	360.00	1,117.50		25,519.21
Treasure		1,647.85	824.48		3,566.41	570.39	3,656.29	936.15		137.67	34.31				1,810.98	885.29	2,657.79	1,431.55	18,159.16
Valley		7,398.64	1,722.56		15,944.52	1,362.46	6,511.51	2,689.77		429.21	90.03		14.33		7,964.30	3,737.00	3,724.16	954.36	52,543.15
Wheatland		3,940.67	1,645.75		6,072.15	2,438.96	3,670.57	1,013.70		756.14	156.28		50.20	197.54	2,787.25	558.33	648.13		23,935.97
Wibaux		1,242.17	540.00		3,512.84	1,312.76	493.62			328.19	15.34				2,674.98	304.80	1,508.92	625.73	15,559.35
Yellowstone		27,764.18	7,026.56		36,871.46	945.40	6,092.80	3,589.39		1,115.71	45.10		1,280.00		13,733.72	5,862.08	1,813.86	372.11	106,512.37
TOTAL	$ 310.00	$ 404,342.48	$ 147,249.89	$ 12.50	$ 530,928.32	$ 161,458.74	$ 227,348.99	$ 68,484.36	$ 25.00	$ 47,564.71	$ 10,804.45	$ 150.00	$ 30,381.36	$ 3,876.40	$ 370,323.71	$ 64,405.92	$ 208,296.10	$ 62,066.03	$ 2,338,028.96

FINANCIAL REPORT OF THE SCHOOL DISTRICTS IN MONTANA, FOR THE YEAR ENDING JUNE 30, 1922

DISBURSEMENTS

COUNTY	Fixed Charges (Pensions, Rent, Insurance, Etc.)			Capital Outlays: New Grounds, Buildings, Alterations		Capital Outlays: New Equipment		Liquidation of Debts: Redemption of Bonds											
	Kindergarten	Elementary	High School	Elementary	High School	Elementary	High School	Payments from Current Funds	Payments from Sinking Funds	Payment by Issue of New Bonds	Transfers to Sinking Funds	Interest Paid on Debts	Refunds	Balance on Hand at End of School Year	Total Part II (c)	Total Part II (a)	Total Part II (b)	GRAND TOTAL	Net Amount Spent During Year
Beaverhead	$	$ 1,838.12	$ 32.56	$ 10,964.40	$	$ 9,744.67	$ 1,317.79	$ 500.00	$ 9,618.16	$	$	$ 15,828.27	$	$ 52,140.41	$ 101,984.38	$ 129,975.77	$ 37,451.67	$ 269,411.82	$ 216,631.51
Big Horn		3,844.03	1,796.00	44,826.83	1,900.87	5,836.24	587.00		2,000.00		1,153.46	14,873.95	146.91	8,641.53	85,606.82	124,781.37	35,340.21	245,728.40	237,085.37
Blaine		2,512.74	439.00	1,524.85		625.14	283.19		12,835.87			837.03	107.81	52,567.50	71,733.13	137,087.51	27,322.75	236,143.39	183,249.89
Broadwater		597.68	244.70	838.10	68.24	224.28		500.00	4,600.00		60.00	4,607.40	48.64	23,484.02	35,273.06	66,103.68	15,944.68	117,321.42	87,579.28
Carbon		3,797.82	618.20	85,338.68	9,120.53	2,704.35	589.52	6,000.00				12,712.92		76,579.20	197,461.22	253,169.40	77,602.75	528,233.37	136,531.59
Carter		593.53	104.24	16,998.55		180.04	344.44		2,587.50	500.00		1,874.58		13,983.08	37,165.96	52,804.88	8,539.72	98,510.56	83,806.02
Cascade		8,827.63	3,397.99	1,144.32	3,101.50	2,305.54	2,723.59		92,000.00			27,527.10	147.75	76,386.03	217,561.45	568,622.37	139,571.14	925,754.96	840,774.64
Chouteau		3,682.56	644.67	5,270.31	397.78	2,807.81	1,250.62		500.00			12,360.31		8,808.43	35,722.49	264,395.42	66,641.41	366,759.32	320,395.39
Custer		4,424.21	1,445.87	95,964.75	132,345.34	631.12	10,422.21	832.00	29,330.44		9,644.58	28,496.24		116,481.40	430,018.16	160,965.35	51,207.94	642,191.45	522,994.32
Daniels		776.39	340.11	6,350.70	3,900.98	1,920.01	608.34				220.00	10,427.59		* 2,910.02	21,634.10	68,148.29	26,721.65	116,504.04	119,414.06
Dawson		1,202.61	964.81	239.37		2,164.00	1,911.00	3,237.78	7,018.25		1,451.47	11,493.05		3,661.36	33,343.70	145,183.51	35,460.43	213,987.64	207,316.94
Deer Lodge		967.65	181.13	308.31		1,074.18		30,407.50	1,000.00			90.00		57,699.41	91,728.18	161,404.85	51,030.82	304,163.85	246,464.44
Fallon		1,708.20		3,149.99		230.50		8,795.51	6,355.96			1.79		21,532.50	41,774.45	74,005.97	18,502.29	134,282.71	112,374.62
Fergus		10,959.09	7,411.96	194,945.06	17,159.94	10,708.31	1,856.03		12,884.60			41,502.00		382,010.56	679,437.55	469,804.69	103,235.18	1,252,477.42	828,001.77
Flathead		3,012.75	688.12	53,308.15	322.48	2,075.71	474.74	9,375.10	685.50		11,719.53	10,101.65	112.11	63,382.91	155,268.75	297,987.01	68,398.76	521,654.55	434,380.70
Gallatin		4,047.39	1,548.74	16,558.35	5,799.10	7,631.19	2,517.22		21,987.08			14,329.24		117,553.74	191,972.05	301,881.94	77,021.17	570,875.16	423,133.88
Garfield		1,776.66	421.70	4,957.33	76.45	275.68		785.50	1,215.00	5,650.21	2,268.66	2,126.82	94.91	16,111.38	35,760.30	87,705.53	28,386.61	151,852.44	135,228.91
Glacier		7,021.48	3,137.67	35,757.16	1,272.60	6,091.45	1,500.00					14,808.05		17,286.29	86,874.70	79,472.06	57,869.67	224,216.43	206,930.14
Golden Valley		1,182.97	339.12	4,239.82	355.63	1,174.60	271.23	13,528.94	600.00			6,696.35		31,364.95	59,753.61	77,711.69	16,242.05	153,707.35	122,095.73
Granite				282.95		1,046.10	567.24					390.00		28,048.85	30,335.14	60,051.88	11,841.85	102,228.87	72,363.02
Hill		4,859.50	1,058.54	4,201.85		557.19	302.28		3,187.30			20,182.65		54,649.80	88,999.11	161,333.49	42,888.86	293,221.46	238,517.91
Jefferson		665.16	104.18	171.15	10,298.00	3,308.87	1,918.26		1,642.00		90.00	6,727.25		15,104.03	40,028.90	90,622.21	23,602.58	154,253.69	129,618.28
Judith Basin		1,364.60	800.07	1,018.16	501.97	2,258.87	582.69	3,201.49	11,550.61		959.44	4,050.61	27.43	42,649.44	68,965.58	143,298.29	48,077.80	260,341.67	217,677.66
Lewis and Clark	500.00	6,309.96	2,481.68	187,160.06	1,232.67	5,434.43	897.29	8,118.18	9,123.00	153,000.00		38,035.37		79,540.07	491,832.91	260,853.85	72,052.71	824,739.47	740,574.54
Liberty		394.62	86.25	2,788.75		54.30	66.64			42,499.05		3,161.67		18,035.61	67,089.09	46,848.68	13,760.95	127,698.72	109,663.11
Lincoln		1,513.19	567.39	68,619.72	1,122.93	1,850.04	724.62	5,060.43	12,198.94		295.35	3,803.05	162.78	36,622.50	132,540.94	143,135.28	30,141.55	306,117.77	252,232.74
McCone		546.74	219.89	14,641.88	6,587.64	5,121.83	612.69		4,043.10			3,895.16	757.36	36,389.31	72,815.60	81,681.21	14,742.96	169,239.77	130,826.86
Madison		2,334.77	653.86	51,942.69	16,184.28	7,548.45	2,615.35		3,743.80			5,563.69	142.38	42,286.01	133,015.28	120,867.92	26,033.45	279,916.65	231,303.39
Meagher		43.00		37,466.95		1,382.58	472.01	630.00		2,506.20		2,350.65	89.40	49,801.45	94,653.14	51,348.96	12,804.71	158,806.81	109,005.36
Mineral		787.90	225.00	1,194.92	668.65	3,337.04	1,950.43		180.00			3,028.80		34,356.39	45,729.13	62,887.93	29,485.65	138,102.71	101,414.57
Missoula		4,226.45	311.06	220,351.32	105,564.56	3,011.70	8,448.58	99.00	24,593.20			42,944.62	20,664.60	106,460.14	536,675.23	370,366.41	97,037.95	1,004,072.59	880,857.12
Musselshell		1,920.91	874.92	2,640.02	234.14	1,850.76	512.92		13,150.00		20,197.00	13,007.43	153.70	* 24,888.22	29,653.58	178,627.70	39,501.76	247,783.04	261,516.30
Park		1,598.07	38.00	4,018.47		1,304.80	698.40	1,203.58	13,800.06			4,498.00	24.70	73,337.85	100,721.93	180,276.31	36,482.62	317,480.86	335,705.33
Phillips		1,977.49	491.99	46,310.93	23,375.03	1,294.23	175.71		543.21			18,160.21	55.58	45,856.63	138,241.01	119,143.76	33,486.87	290,871.64	245,015.01
Pondera		1,111.79	909.99	2,790.56		1,146.50	2,888.54		13,410.72		75.60	3,608.30		5,025.34	30,967.34	106,195.87	29,768.27	166,931.48	161,715.74
Powder River		1,481.06		6,503.90		3,224.42			4,476.75		608.34	2,076.12	679.20	17,503.32	36,553.11	73,236.26	9,746.72	119,536.09	97,382.76
Powell		922.08		17,057.20		2,618.19		540.00				1,508.36		23,182.94	45,828.77	102,779.86	20,719.43	169,328.06	146,145.12
Prairie		2,196.00	434.10	2,557.91		137.44	67.80	653.03	7,231.87	1,801.66	160.09	3,808.24		18,011.52	37,059.66	68,728.73	17,433.43	123,221.82	103,588.26
Ravalli		1,125.69	72.29	48,083.37	20,008.31	1,536.10	421.54	6,616.35	5,858.09			12,407.51		15,371.86	111,501.14	146,073.83	53,848.14	311,423.11	295,893.00
Richland		2,449.51	210.04	8,546.96	364.70	3,155.29		31,978.17	7,100.01	20,000.00	18,466.35	14,319.65		58,756.43	165,347.11	165,708.78	33,966.60	365,022.49	300,354.38
Roosevelt		1,578.00	513.06	2,195.71	175.00	2,008.81	722.00		1,943.12		2,310.78	6,459.24		86,365.61	104,271.33	177,521.81	45,600.80	327,393.94	240,697.27
Rosebud		1,178.29	587.85	18,062.36	43,633.85	2,278.17	13,277.22	1,348.67	5,493.33			16,292.50	575.93	* 30,007.60	72,720.57	160,561.86	50,541.01	283,823.44	313,234.08
Sanders		798.34	668.73	63,501.09	39,688.85	3,917.82	2,556.15	1,644.20	5,941.49	4,929.50	54.65	9,244.50		127,028.04	259,973.36	115,399.46	55,679.18	431,052.00	303,861.94
Sheridan		1,454.32	212.00	17,612.97	315.08	4,085.87	526.92	93,805.44	499.00		253.08	15,696.07	159.13	19,126.02	153,745.90	158,597.52	43,527.01	355,870.43	334,970.14
Silver Bow		128.50		1,220.38		7,735.40			42,000.00			26,067.06		* 5,692.11	71,459.25	574,047.53	174,954.42	820,461.20	826,153.31
Stillwater		2,830.14	715.89	16,851.81	32,680.82	2,371.35	649.58		3,718.73			18,828.26	196.62	14,278.72	93,122.02	131,789.17	27,307.89	252,219.08	236,338.37
Sweet Grass		974.73	418.00	6,412.35	6,346.56	1,971.32	1,622.22	776.45	1,123.55			4,630.07		75,208.94	81,484.19	83,675.57	16,735.14	181,734.90	123,720.53
Teton		693.90	117.20	3,454.69		1,725.66	3,266.66		300.00			15,575.74	376.58	8,553.66	34,064.09	115,313.73	41,215.54	190,593.36	178,702.24
Toole		3,711.13		375.00		2,159.02			706.00			8,416.22		16,159.34	31,526.71	74,103.40	25,549.21	131,179.32	114,731.66
Treasure		843.48	377.50	2,300.07	1,262.35	3,786.87	1,806.24	63.64	3,382.28	800.00		3,053.82	728.82	* 9,350.97	9,074.10	35,951.85	18,159.16	63,185.11	69,993.50
Valley		2,752.79	1,593.54	2,330.80		1,611.96	365.49					10,479.74	1,892.22	64,171.02	85,197.56	179,858.32	52,543.15	317,599.03	253,428.01
Wheatland		3,945.52	1,732.69	5,718.66	30.48	1,199.84	510.79	8,341.90	2,674.57		744.29	7,531.64		17,878.98	50,309.36	107,334.49	23,935.97	181,579.82	163,594.09
Wibaux		677.65	433.60	1,669.48		4,049.26	318.18		1,820.33	2,162.40	4,324.45	1,699.96		15,556.79	32,942.10	63,865.00	15,559.35	112,356.45	92,261.11
Yellowstone		4,596.67	7,937.99	73,204.02	217,699.78	3,645.54	1,047.14	9,201.79	7,199.33	2,700.00		53,239.47		34,838.95	415,310.68	413,597.38	106,512.37	935,420.43	900,195.68
TOTAL	$ 600.00	$ 126,765.46	$ 48,605.89	$ 1,526,144.14	$ 703,827.39	$ 152,130.84	$ 77,479.90	$ 247,144.65	$ 417,852.75	$ 236,549.02	$ 75,057.12	$ 635,445.92	$ 27,344.56	$ 2,328,981.34	$ 6,603,828.98	$ 8,646,785.62	$ 2,338,028.96	$17,588,643.56	$14,980,671.59

*Overdrawn.

FINANCIAL REPORT OF THE SCHOOL DISTRICTS IN MONTANA, FOR THE YEAR ENDING JUNE 30, 1922

COUNTY	DISBURSEMENTS — Fixed Charges (Pensions, Rent, Insurance, Etc.) — Kindergarten	Fixed Charges — Elementary	Fixed Charges — High School	Capital Outlays — New Grounds, Buildings, Alterations — Elementary	New Grounds, Buildings, Alterations — High School	Capital Outlays — New Equipment — Elementary	New Equipment — High School	Liquidation of Debts — Redemption of Bonds — Payments from Current Funds	Redemption of Bonds — Payments from Sinking Funds	Redemption of Bonds — Payment by Issue of New Bonds	Transfers to Sinking Funds	Interest Paid on Debts	Refunds	Balance on Hand at End of School Year	Total Part II (c)	Total Part II (a)	Total Part II (b)	GRAND TOTAL	Net Amount Spent During Year
Beaverhead	$	$ 1,838.12	$ 32.56	$ 10,964.40	$	$ 9,744.67	$ 1,317.79	$ 500.00	$ 9,618.16	$	$	$ 15,828.27	$	$ 52,140.41	$ 101,981.38	$ 129,975.77	$ 37,451.67	$ 269,411.8[illegible]	$ 216,621.51
Big Horn		3,844.03	1,796.00	44,826.83	1,900.87	5,836.24	587.00		2,000.00		1,153.46	14,873.95	146.91	8,641.53	85,606.82	124,781.37	35,340.21	245,728.40	237,08[illegible].37
Blaine		2,512.74	439.00	1,524.85		625.14	283.19		12,835.87			837.03	107.81	52,567.50	71,733.13	137,087.51	27,322.75	236,143.39	183,219.89
Broadwater		597.68	244.70	838.10	68.24	224.28		500.00	4,600.00		60.00	4,607.40	48.64	23,484.02	35,273.06	66,103.68	15,944.68	117,321.42	87,579.28
Carbon		3,797.82	618.20	85,338.68	9,120.53	2,704.35	589.52	6,000.00				12,712.92		76,579.20	197,461.22	253,169.40	77,602.75	528,23[illegible]	436,[illegible]1.59
Carter		593.53	104.24	16,998.55		180.04	344.44		2,587.50	500.00		1,874.58		13,983.08	37,165.96	52,804.88	8,539.72	98,510.56	83,806.02
Cascade		8,827.63	3,397.99	1,144.32	3,101.50	2,305.54	2,723.59		92,000.00			27,527.10	147.75	76,386.03	217,561.45	568,622.37	139,571.14	925,754.96	840,[illegible]74.64
Chouteau		3,682.56	644.67	5,270.31	397.78	2,807.81	1,250.62		500.00			12,360.31		8,808.43	35,722.19	264,395.42	66,641.41	366,759.32	320,[illegible]5.39
Custer		4,424.21	1,445.87	95,964.75	132,345.34	631.12	10,422.21	832.00	29,330.44		9,644.58	28,496.24		116,481.10	430,018.16	160,965.35	51,207.94	642,191.45	522,994.32
Daniels		776.39	340.11	6,350.70	3,900.98	1,920.01	608.34				220.00	10,427.59		* 2,910.02	21,634.10	68,148.29	26,721.65	116,504.04	119,411.06
Dawson		1,202.61	964.81	239.37		2,164.00	1,911.00	3,237.78	7,018.25		1,451.47	11,493.05		3,661.36	33,343.70	115,183.51	35,460.43	213,987.61	207,846.94
Deer Lodge		967.65	181.13	308.31		1,074.18		30,407.50	1,000.00			90.00		57,699.11	91,728.18	161,404.85	51,030.82	304,163.85	216,464.14
Fallon		1,708.20		3,149.99		230.50		8,795.51	6,355.96			1.79		21,532.50	41,774.45	74,005.97	18,502.29	134,282.71	112,371.62
Fergus		10,959.09	7,411.96	194,945.06	17,159.94	10,708.31	1,856.03		12,884.60			41,502.00		382,010.56	679,437.55	469,804.69	103,235.18	1,252,477.[illegible]	828,00[illegible].77
Flathead		3,012.75	688.12	53,308.15	322.48	2,075.71	474.74	9,375.10	685.50		11,719.53	10,101.65	112.11	63,382.91	155,268.75	297,987.04	68,398.76	521,651.[illegible]	434,38[illegible].70
Gallatin		4,047.39	1,548.74	16,558.35	5,799.10	7,631.19	2,517.22		21,987.08			14,329.24		117,553.74	191,972.05	301,881.94	77,021.17	570,875.16	423,1[illegible].88
Garfield		1,776.66	421.70	4,957.33	76.45	275.68		785.50	1,215.00	5,650.21	2,268.66	2,126.82	94.91	16,111.38	35,760.30	87,705.53	28,386.61	151,852.41	1[illegible]5,22[illegible].91
Glacier		7,021.48	3,137.67	35,757.16	1,272.60	6,091.45	1,500.00					14,808.05		17,286.29	86,874.70	79,172.06	57,864.67	224,216.14	206,930.14
Golden Valley		1,182.97	339.12	4,239.82	355.63	1,174.60	271.23	13,528.94	600.00			6,696.35		31,364.95	59,753.61	77,711.69	16,242.05	153,707.47	122,095.73
Granite				282.95		1,046.10	567.24					390.00		28,018.85	30,335.14	60,051.88	11,841.85	102,228.8[illegible]	72,363.02
Hill		4,859.50	1,058.54	4,201.85		557.19	302.28		3,187.90			20,182.65		54,649.80	88,999.11	161,333.49	12,888.86	293,221.46	238,517.91
Jefferson		665.16	104.18	171.15	10,298.00	3,308.87	1,918.26		1,642.00		90.00	6,727.25		15,104.03	40,028.90	90,622.21	23,602.58	154,253.69	1[illegible]9,618.[illegible]
Judith Basin		1,364.60	800.07	1,018.16	501.97	2,258.87	582.89	3,201.49	11,550.61		959.44	4,050.61	27.43	42,649.44	68,965.58	143,298.29	48,077.80	260,341.67	217,677.[illegible]
Lewis and Clark	500.00	6,309.96	2,481.68	187,160.06	1,232.87	5,434.43	897.29	8,118.18	9,123.00	153,000.00		38,035.37		79,540.07	491,832.91	260,853.85	72,052.71	824,739.47	740,574.[illegible]
Liberty		394.62	88.25	2,788.75		54.30	66.84			42,499.05		3,161.67		18,035.61	67,089.09	46,848.68	13,760.95	127,698.72	109,663.11
Lincoln		1,513.19	567.39	68,619.72	1,122.93	1,850.04	724.62	5,060.43	12,198.94		295.35	3,803.05	162.78	36,622.50	132,540.94	143,135.28	30,441.55	306,117.7[illegible]	2[illegible]232.71
McCone		546.74	219.89	14,641.88	6,587.64	5,121.83	612.69		4,043.10			3,895.16	757.36	36,389.31	72,815.60	81,681.21	14,742.96	169,239.77	1[illegible]0,826.[illegible]
Madison		2,334.77	653.86	51,942.69	16,184.28	7,548.45	2,615.35		3,743.80			5,563.69	142.38	42,286.01	133,015.28	120,867.92	26,033.15	279,916.[illegible]	[illegible]303.[illegible]
Meagher		43.00		37,466.95		1,382.58	472.01	530.00		2,506.20		2,360.55	89.40	49,801.45	94,653.14	51,348.96	12,804.71	1[illegible]8,806.[illegible]	[illegible]9,005.[illegible]
Mineral		787.90	225.00	1,194.92	668.65	3,337.04	1,950.43		180.00			3,028.80		34,356.39	45,729.13	62,887.93	29,185.65	138,102.71	[illegible]4,414.[illegible]
Missoula		4,226.45	311.06	220,351.32	105,564.56	3,011.70	8,448.58	99.00	24,593.20			12,944.62	20,664.60	106,460.11	536,675.23	370,366.41	97,037.95	1,004,072.[illegible]	[illegible]857.[illegible]
Musselshell		1,920.91	874.92	2,640.02	234.14	1,850.76	512.92		13,150.00		20,197.00	13,007.43	153.70	* 24,888.22	29,653.58	178,627.70	39,501.76	247,783.0[illegible]	[illegible]516.[illegible]
Park		1,598.07	38.00	4,018.47		1,304.80	698.40	1,203.58	13,800.06			4,498.00	21.70	73,337.85	100,721.93	180,276.31	36,182.62	317,180.86	2[illegible],705.[illegible]
Phillips		1,977.49	491.99	46,310.93	23,375.03	1,294.23	175.71		543.21			18,160.21	55.58	45,856.63	138,241.01	119,143.76	33,486.87	290,871.61	[illegible]45,016.01
Pondera		1,111.79	909.99	2,790.56		1,146.50	2,888.54		13,410.72		75.60	3,608.30		5,025.34	30,967.31	106,195.87	29,768.27	166,931.[illegible]	161,715.71
Powder River		1,481.06		6,503.90		3,224.42			4,476.75		608.34	2,076.12	679.20	17,503.32	36,553.11	73,236.26	9,746.72	119,536.09	97,382.76
Powell		922.08		17,057.20		2,618.19		540.00				1,508.36		23,182.94	45,828.77	102,779.86	20,719.43	169,328.06	146,145.12
Prairie		2,196.00	434.10	2,557.91		137.44	67.80	653.03	7,231.87	1,801.66	160.09	3,808.24		18,011.52	37,059.66	68,728.73	17,133.13	123,221.82	103,588.26
Ravalli		1,125.69	72.29	48,083.37	20,008.31	1,536.10	421.54	6,616.35	6,858.09			12,407.54		15,371.86	111,501.14	146,073.83	53,818.14	311,423.11	295,893.00
Richland		2,449.51	210.04	8,546.96	364.70	3,155.29		31,978.17	7,100.01	20,000.00	18,466.35	14,319.65		58,756.43	165,347.11	165,708.78	33,966.60	365,022.19	300,354.38
Roosevelt		1,578.00	513.06	2,195.71	175.00	2,008.81	722.00		1,943.12		2,310.78	6,459.24		86,365.61	104,271.33	177,521.81	45,600.80	327,393.94	210,697.27
Rosebud		1,178.29	587.85	18,062.36	43,633.85	2,278.17	13,277.22	1,348.67	5,493.33			16,292.50	575.93	* 30,007.60	72,720.57	160,561.86	50,541.01	283,823.11	313,234.08
Sanders		798.34	668.73	63,501.09	39,688.85	3,917.82	2,556.15	1,644.20	5,941.49	4,929.50	54.65	9,244.50		127,028.04	259,973.36	115,399.46	55,679.18	431,052.00	303,861.94
Sheridan		1,454.32	212.00	17,612.97	315.08	4,085.87	526.92	93,805.44	499.00		253.08	15,696.07	159.13	19,126.02	153,745.90	158,597.52	43,527.01	3[illegible],870.1[illegible]	334,970.14
Silver Bow		128.50		1,220.38		7,735.40			42,000.00			26,067.08		* 5,692.11	71,459.25	574,047.53	174,954.42	820,461.20	826,1[illegible].31
Stillwater		2,830.14	715.89	16,851.81	32,680.82	2,371.35	649.58		3,718.73			18,828.26	196.62	14,278.72	93,122.02	131,789.17	27,307.89	252,219.08	[illegible]36,338.37
Sweet Grass		974.73	418.00	6,412.35	6,346.56	1,971.32	1,622.22	776.45	1,123.55			4,630.07		75,208.94	81,481.19	83,575.57	16,735.14	181,794.90	123,720.53
Teton		693.90	117.20	3,454.69		1,725.66	3,266.66		300.00			15,575.74	376.58	8,553.66	34,064.09	115,313.73	11,215.51	190,593.36	178,70[illegible].24
Toole		3,711.13		375.00		2,159.02			706.00			8,416.22		16,159.34	31,526.71	74,103.40	25,549.21	131,179.32	114,731.66
Treasure		843.48	377.50	2,300.07	1,282.35	3,786.87	1,806.24	63.64	3,382.28	800.00		3,053.82	728.82	* 9,350.97	9,074.10	35,951.85	18,159.16	63,185.11	69,993.50
Valley		2,752.79	1,593.54	2,330.80		1,611.96	365.49					10,479.74	1,892.22	64,171.02	85,197.56	179,858.32	52,543.15	317,599.03	253,428.01
Wheatland		3,945.52	1,732.69	5,718.66	30.48	1,199.84	510.79	8,341.90	2,674.57		744.29	7,531.64		17,878.98	50,309.36	107,334.19	23,935.97	181,579.82	163,594.09
Wibaux		677.65	433.60	1,869.48		4,049.26	348.18		1,820.33	2,162.40	4,324.45	1,699.96		15,556.79	32,942.10	63,855.00	17,559.35	112,356.15	92,261.11
Yellowstone		4,596.67	7,937.99	73,204.02	2[illegible]7,699.78	3,645.54	1,047.14	9,201.79	7,199.33	2,700.00		53,239.17		34,838.95	415,310.68	113,597.38	106,512.37	935,120.13	900,195.68
TOTAL	$ 500.00	$ 126,765.46	$ 48,605.89	$ 1,526,144.14	$ 703,827.39	$ 152,130.84	$ 77,479.90	$ 247,144.65	$ 417,652.75	$ 236,549.02	$ 75,057.12	$ 635,445.92	$ 27,344.56	$ 2,328,981.34	$ 6,603,828.98	$ 8,646,785.62	$ 2,338,028.96	$17,588,643.56	$11,980,671.59

*Overdrawn.

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